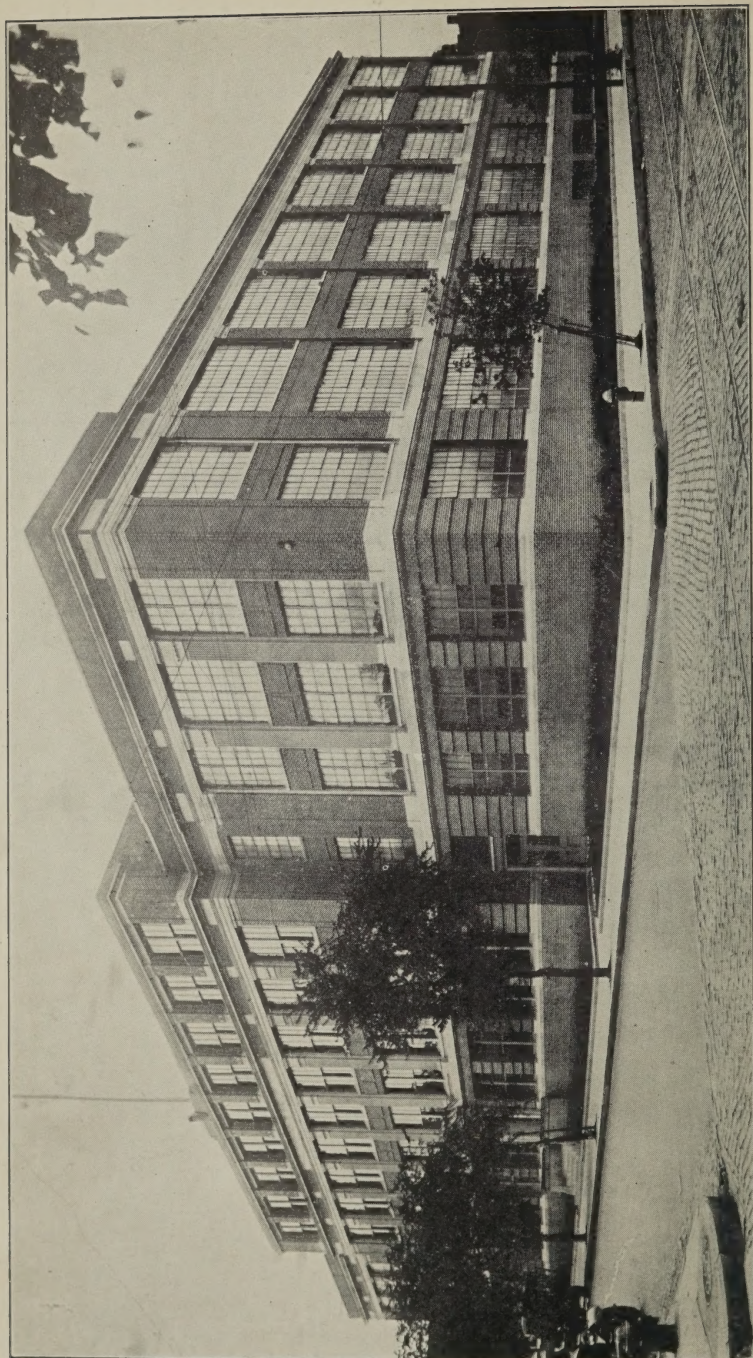




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SEYMOUR (BOYS') VOCATIONAL SCHOOL

COMBINED
SIXTY-FIFTH AND SIXTY-SIXTH
ANNUAL REPORT
OF THE
BOARD OF EDUCATION
OF NEWARK, N. J.



FOR THE
SCHOOL YEARS
1920-1921 and 1921-1922

TABLE OF CONTENTS

Board of Education—	
Officers, Members, Committees, etc., 1920-1921.....	v
“ “ “ “ Feb. 1-June 30, 1922....	vii
“ “ “ “ July 1-Dec. 31, 1922....	x
Statistical Record of Board of Education—1920, 1921, 1922.....	xiii
Financial Record and Statistics—1921.....	1
“ “ “ “ 1922.....	13
Report of Superintendent of Schools.....	25
Appendix A—School Savings Banks.....	171
Appendix B—Text Books in the Schools.....	181
Appendix C—Lectures and Visual Instruction.....	207
Appendix D—The High School Girl.....	213
Appendix E—Department of Medical Inspection.....	220
Appendix F—Attendance Department	239
Appendix G—Statistics Accompanying Superintendent's Report.....	271
Reports of Board of Examiners.....	351
Directory of School Buildings.....	363
General Index to Report.....	365

ILLUSTRATIONS

Seymour (Boys') Vocational School.....	frontispiece
Map of Newark Showing Present and Proposed School Accommodations.....	between 48 and 49
Recessional, Newark Junior College Commencement.....	facing 50
Crippled Children—	
Group Work in Higher Grade Class, Belmont Avenue School	facing 64
The Lunch Hour, Alexander Street School.....	facing 80
First Floor Plan of Proposed School for Crippled Children..	facing 100
Blind Children—	
Cooking Lesson, One Pupil Deaf-blind, Washington Street School	facing 112
Dr. G. Clyde Fisher, Ass't Curator at Museum of Natural History Explaining the Motions of the Earth to Blind Class.....	facing 128
Binet Children—	
Busy with Hand Work, Binet School No. 2.....	facing 144

TABLE OF CONTENTS—Continued

Health League Pictures—	
Morning Health Inspection, Charlton Street	
School	facing 160
Dramatizations—Good Health Fairy, Hamilton	
School	facing 176
Good Health Elves, Milford School.....	facing 176
Health Club Activities, Warren Street	
School	facing 176
Table Exercises (Three) at Monmouth Street School.....	facing 192
Dramatized Rhythmic Plays—	
Rock-a-bye Baby, Robert Treat Gymnasium	facing 208
Jack Jumped over the Candle-stick, Charlton Street	
School	facing 208
Pat-a-cake, Berkeley School	facing 208
Tile-Setting Class, Evening Vocational School.....	facing 224
Building Trades' School—	
Carpentry Work on a House.....	facing 240
Brick-laying	facing 240

GRAPHS

Promotion Percentages	57
Reduction of Over-age Conditions in Belmont Avenue School....	72
Educational and Vocational Opportunities.....	123
Distribution of Work among Assistant Superintendents.....	151

BOARD OF EDUCATION

1921

OFFICERS

THOMAS A. KENNY, *President*

JOSEPH M. HAUBER, *Vice-President*

R. D. ARGUE, *Secretary*
322 Summer Avenue

ALFRED H. KRICK, *Ass't Secretary*
203 Smith Street

CEPHAS I. SHIRLEY, *Business Manager*,
922 Bloomfield Avenue, Glen Ridge, N. J.

SAMUEL GAISER, *Supt. of Supplies*, 117 Mapes Avenue.

DAVID B. CORSON, *Superintendent of Schools*, 51 Berkeley Avenue.

J. WILMER KENNEDY, *Ass't Superintendent*, 370 Clinton Avenue.

ELMER K. SEXTON, *Ass't Superintendent*, 103 So. Eleventh Street.

A. G. BALCOM, *Ass't Superintendent*, New Providence, N. J.

CHARLES H. GLEASON, JR., *Ass't Superintendent*,
199 Garfield Place, South Orange, N. J.

JAMES E. DOUGAN, *Ass't Superintendent*, 270 Highland Avenue.

CHARLES A. MACCALL, *Supervisor of Attendance*,
59 Washington Avenue.

DR. GEORGE J. HOLMES, *Supervisor of Medical Inspection*,
17 Elizabeth Avenue.

CHARLES M. MYERS, *Counsel*,
62 Nelson Place.

BOARD OF EXAMINERS

DAVID B. CORSON, *Chairman*

J. WILMER KENNEDY
ELMER K. SEXTON
JAMES E. DOUGAN

WAYLAND E. STEARNS
CHARLES G. SHAFFER
S. LOUISE CLARK

BOARD OF EDUCATION

MEMBERS

1921

<i>Name</i>	<i>Place of Business</i>	<i>Place of Residence</i>
Term Expires Jan. 31, 1922.		
Rynier V. Taylor	243 Market Street	877 South 15th Street
Walter D. Gulick	390 Elizabeth Avenue	390 Elizabeth Avenue
Joseph M. Hauber	31 Clinton Street	65 Alpine Street

Term Expires Jan. 31, 1923

Frank H. Sommer	New York University	156 Heller Parkway
Anthony R. Finelli	810 Broad Street	157 Mt. Prospect Ave.
Thomas A. Kenny	164 Market Street	108 Brunswick Street

Term Expires Jan. 31, 1924

Miss M. L. McGrath	105 South 10th St.	105 South 10th St.
Dr. Joseph Kussy	82 Clinton Avenue	82 Clinton Avenue
Harry D. Johnson	Center Wharf	67 North 5th St.

STANDING COMMITTEES

1921

Finance and Legislation

Hauber, Kussy, Miss McGrath, Johnson, Finelli, Taylor, Gulick, Sommer, and Kenny.

Buildings and Grounds.

Johnson, Hauber, Miss McGrath, Kussy, Finelli, Taylor, Gulick, Sommer, and Kenny.

Instruction.

Miss McGrath, Kussy, Hauber, Johnson, Finelli, Taylor, Gulick, Sommer, and Kenny.

Supplies.

Kussy, Miss McGrath, Johnson, Hauber, Finelli, Gulick, Taylor, Sommer, and Kenny.

BOARD OF EDUCATION

1922

February 1 to June 30, 1922

OFFICERS

THOMAS J. D. SMITH, *President*

ANTHONY R. FINELLI, *Vice-President*

R. D. ARGUE, *Secretary*
322 Summer Avenue

ALFRED H. KRICK, *Ass't Secretary*
203 Smith Street

CEPHAS I. SHIRLEY, *Business Manager*,
922 Bloomfield Avenue, Glen Ridge, N. J.

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199 Garfield Place, South Orange, N. J.

JAMES E. DOUGAN, *Ass't Superintendent*, 270 Highland Avenue.

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59 Washington Avenue.

DR. GEORGE J. HOLMES, *Supervisor of Medical Inspection*,
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CHARLES M. MYERS, *Counsel*,
62 Nelson Place.

BOARD OF EXAMINERS

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J. WILMER KENNEDY
ELMER K. SEXTON
JAMES E. DOUGAN

WAYLAND E. STEARNS
CHARLES G. SHAFFER
S. LOUISE CLARK

MEMBERS

1922

February 1 to June 30.

<i>Name</i>	<i>Place of Business</i>	<i>Place of Residence</i>
-------------	--------------------------	---------------------------

Term Expires Jan. 31, 1923

Frank H. Sommer	New York University	156 Heller Parkway
Anthony R. Finelli	810 Broad Street	157 Mt. Prospect Ave.
Thomas A. Kenny	196 Market Street	108 Brunswick Street

Term Expires Jan. 31, 1924

Miss M. L. McGrath	105 South 10th Street	105 South 10th Street
Dr. Joseph Kussy	82 Clinton Avenue	82 Clinton Avenue
Harry D. Johnson	Center Wharf	67 North Fifth St.

Term Expires Jan. 31, 1925

George A. Allsopp	26 Camp Street	78 Johnson Avenue
Frederick W. Ball	107 Halsey Street	65 Lincoln Park
Thomas J. D. Smith	65 Chambers Street	60 Van Ness Place

STANDING COMMITTEES

1922

Finance and Legislation

Finelli, Allsopp, Ball, Johnson, Kenny, Kussy, Miss McGrath,
Sommer, and Smith.

Buildings, Grounds and Supplies.

Ball, Finelli, Allsopp, Johnson, Kenny, Kussy, Miss McGrath,
Sommer, and Smith.

Instruction.

Sommer, Allsopp, Miss McGrath, Ball, Finelli, Johnson, Kenny,
Kussy, and Smith.

In accordance with an act of the Legislature of 1922, Chapter 263, approved March 17, 1922, the terms of office of all the members of Boards of Education of the school districts in cities of the first-class in this State expired on the first of July, 1922, and the Mayors of said cities of the first-class were authorized and directed to appoint nine persons to be members of the Board of Education whose term of office shall begin on the first day of July.

BOARD OF EDUCATION

1922

July 1 to December 31, 1922

OFFICERS

J. H. BACHELLER, *President.*

FREDERICK W. BALL, *Vice-President.*

R. D. ARGUE, *Secretary*
322 Summer Avenue

ALFRED H. KRICK, *Ass't Secretary*
203 Smith Street

CEPHAS I. SHIRLEY, *Business Manager,*
922 Bloomfield Avenue, Glen Ridge, N. J.

SAMUEL GAISER, *Supt. of Supplies,* 117 Mapes Avenue.

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J. WILMER KENNEDY, *Ass't Superintendent,* 370 Clinton Avenue.

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199 Garfield Place, South Orange, N. J.

A. G. BALCOM, *Ass't Superintendent,* New Providence, N. J.

JAMES E. DOUGAN, *Ass't Superintendent,* 270 Highland Avenue.

CHARLES A. MACCALL, *Supervisor of Attendance,*
59 Washington Avenue.

DR. GEORGE J. HOLMES, *Supervisor of Medical Inspection,*
437 Parker Street.

CHARLES M. MYERS, *Counsel,*
62 Nelson Place.

BOARD OF EXAMINERS

DAVID B. CORSON, *Chairman*

J. WILMER KENNEDY

WAYLAND E. STEARNS

ELMER K. SEXTON

CHARLES G. SHAFFER

JAMES E. DOUGAN

S. LOUISE CLARK

BOARD OF EDUCATION

XI

MEMBERS

1922

July 1 to December 31.

<i>Name</i>	<i>Place of Business</i>	<i>Place of Residence</i>
-------------	--------------------------	---------------------------

Term Expires July 1, 1923.

J. H. Bacheller	Ironbound Trust Co.	97 Johnson Avenue
Peter A. Cavicchia	31 Clinton Street	108 Jefferson Street
T. L. R. Crooks	Washington Trust Co.	173 Elwood Avenue

Term Expires July 1, 1924.

Joseph M. Byrne	66 South Orange Ave.	360 Bank Street
Harold S. Rothschild	133 Kossuth Street	1001 Broad Street
Miss J. Isabelle Sims	42 Spruce Street	42 Spruce Street

Term Expires July 1, 1925.

George A. Allsopp	26 Camp Street	78 Johnson Avenue
Frederick W. Ball	107 Halsey Street	65 Lincoln Park
Thomas J. D. Smith	65 Chambers Street	60 Van Ness Place

STANDING COMMITTEES

1922-1923

Committee on Finance and Legislation.

Ball, Crooks, Rothschild, Smith and Cavicchia.

Committee on Buildings, Grounds and Supplies.

Allsopp, Ball, Byrne, Rothschild and Miss Sims.

Committee on Instruction.

Cavicchia, Miss Sims, Crooks, Byrne and Allsopp.

STATISTICAL RECORD OF THE BOARD OF EDUCATION

For the Years 1920, 1921 and 1922

NAMES OF MEMBERS, WITH THE YEARS IN WHICH THEY
HAVE SERVED, RESPECTIVELY

FRANK H. SOMMER, 1915 (7 mos.)	16-17-18-19-20-21-22
	(6 mos.)
RYNIER V. TAYLOR.....	1916-17-18-19-20-21
LOUIS B. LESSER.....	1918-19-20
EDWARD M. WALDRON.....	1918-19-20
JAMES M. SEYMOUR, JR.....	1918 (8 mos.)-19-20
JOSEPH M. HAUBER.....	1919-20-21
WALTER D. GULICK.....	1919 (5 mos.)-1920-21
ANTHONY R. FINELLI.....	1920-21
THOMAS A. KENNY.....	1920-21
MISS MARGARET L. MCGRATH.....	1921
DR. JOSEPH KUSSY.....	1921
HARRY D. JOHNSON.....	1921
GEORGE A. ALLSOPP.....	1922
FREDERICK W. BALL.....	1922
THOMAS J. D. SMITH.....	1922
J. H. BACHELLER.....	1922 (6 mos.)
PETER A. CAVICCHIA.....	1916 (2 mos.)-17-18-19-22
	(6 mos.)
T. L. R. CROOKS.....	1922 (6 mos.)
JOSEPH M. BYRNE.....	1922 (6 mos.)
HAROLD S. ROTHSCHILD.....	1922 (6 mos.)
MISS J. ISABELLE SIMS.....	1922 (6 mos.)

PRESIDENTS OF THE BOARD.

*STEPHEN CONGAR.....	1851-2-3-4
*SAMUEL H. PENNINGTON.....	1855-6-7-8-9-60-1-2
*THOMAS W. DAWSON.....	1863-4-5
WILLIAM K. McDONALD.....	1866
*FREDERICK W. RICORD.....	1867-8-9
EDWIN H. DAWSON.....	1870
*WILLIAM A. WHITEHEAD.....	1871
*L. SPENCER GOBLE.....	1872-3
*SAMUEL A. FARRAND.....	1874

*ABRAM C. SAYRE.....	1875
*EDWARD L. DOBBINS.....	1876-7-8-9-80 (9 mos.)
*GEORGE B. SWAIN.....	1880 (3 mos.)-1-2-3
*EDWARD GOELLER.....	1884, 1889-90-1
*EDMUND L. JOY.....	1885-6-7
*JAMES L. HAYS.....	1888-1892
*HENRY C. KLEMM.....	1893-4 (9 mos.)
JOHN VAN DOREN, JR.....	1894 (3 mos.)-1895 (4 mos.)
*HENRY J. ANDERSON.....	1895
*WILLIAM A. GAY.....	1896-7
MILES F. QUINN.....	1898
*CHARLES E. HILL.....	1899 (8 mos.)-1900-1-2
CHARLES W. MENK.....	1903-4
DAVID A. MCINTYRE.....	1905-6-7
*FREDERICK F. GUILD.....	1908-9-10-11
JAMES TAAFFE.....	1912
CHARLES P. TAYLOR.....	1913-14
FREDERIC L. JOHNSON.....	1915
EDGAR R. BROWN.....	1916
FRANK H. SOMMER.....	1917-18-19-20 (10 mos.)
EDWARD M. WALDRON.....	1920 (2 mos.)
THOMAS A. KENNY.....	1921
THOMAS J. D. SMITH.....	1922 (5 mos.)
J. H. BACHELLER.....	1922 (6 mos.)

SECRETARIES OF THE BOARD.

*JOHN WHITEHEAD.....	1851-2-3
*FREDERICK W. RICORD.....	1854-5-6-7-8-9-60
*GEORGE B. SEARS.....	1860-1-2-3-4-5-6-7-8-9- 70-1-2-3-4-5-6-7 (8 mos.)
C. ALBERT STONELAKE.....	1877 (4 mos.)-8-9- 80-1-2-3 (8 mos.)
*GEORGE W. CASE.....	1883 (3½ mos.)-4-5-6-7-8-9
P. LYNDON BRYCE.....	1890-1-2-3-4
ROBERT D. ARGUE.....	1895-6-7-8-9-1900-1-2-3-4 5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22

SUPERINTENDENTS OF SCHOOLS

*STEPHEN CONGAR.....	1853-4-5-6-7-8-9
*GEORGE B. SEARS.....	1859-60-1-2-3-4-5-6-7-8-9- 70-1-2-3-4-5-6-7 (8 mos.)
*W. N. BARRINGER.....	1877 (4 mos.)-8-9-80-1-2-3- 4-5-6-7-8-9-90-1-2-3-4-5-6 (10 mos.)
*C. P. GILBERT.....	1896 (2 mos.)-7-8-9-1900-1 (1 mo.)

*A. B. POLAND.....1901 (10 mos.)-2-3-4-5-6-7-8-9
 10-11-12-13-14-15-16-17 (6 mos.)
 *A. B. POLAND, City Supt. Emeritus.....1917 (3½ mos.)
 DAVID B. CORSON.....1918 (6 mos.)-19-20-21-22

BUSINESS MANAGER.

CEPHAS I. SHIRLEY.....1919 (6 mos.)-20-21-22

SUPERINTENDENT OF SUPPLIES.

SAMUEL GAISER, 1911-12-13-14-15-16-17-18-19-20-21-22

SUPERVISOR OF ATTENDANCE.

CHARLES A. MACCALL.....1902-3-4-5-6-7-8-9-
 10-11-12-13-14-15-16-17-18-19-20-21-22

SUPERVISOR OF MEDICAL INSPECTION.

GEORGE J. HOLMES.....1909-10-11-12-13-14-
 15-16-17-18-19-20-21-22

SUPERVISING ARCHITECT.

*ERNEST F. GUILBERT....1908 (7 mos.)-9-10-11-12-
 13-14-15-16 (11 mos.)
 †LOUIS SONNTAG.....1918 (10 mos.)

SUPERVISING ENGINEER.

†GEORGE W. KNIGHT.....1908 (10 mos.)-9-10-11-
 12-13-14-15-16-17-18-19 (7 mos.)

SUPERVISOR OF REPAIRS.

†AARON W. MILLER.....1908 (10 mos.)-9-10-11-
 12-13-14-15-16-17-18-19 (7 mos.)

COUNSEL.

CHARLES M. MYERS.....1909-10-11-12-13-14-15-
 16-17-18-19-20-21-22

*Deceased.

†Departments abolished.

Free Public Library, Newark, N. J.

FINANCIAL REPORT
OF THE
BOARD OF EDUCATION

NEWARK, N. J., July 28, 1921.

The Secretary respectfully submits the following ANNUAL statement of the RECEIPTS and EXPENDITURES of the Board of Education for the year beginning July 1, 1920, and ending June, 30, 1921:

RECEIPTS.

STATE.

Appropriations	\$1,198,453.11
Railroad Tax	509,244.55
Vocational (including Federal)	53,705.83
Manual Training	4,369.12
	<hr/>
	\$1,765,772.61

MUNICIPAL.

Balance from June 30, 1920	\$1,186,068.13
Tax Ordinance	4,100,000.00
Sale of School Bonds.....	499,510.85
Interest	21,627.02
Cash deposited with Custodian	58,998.19
Interest on Bequest.....	240.00
Truancy Fines	37.00
	<hr/>
	\$5,866,481.19
	<hr/>
Total	\$7,632,253.80

EXPENDITURES

	Appropriations	Expenditures	Balances
ADMINISTRATION			
Secy's Dept. and Board Offices.....	\$25,956.72	\$23,025.23	\$2,931.49
Legal Services.....	4,000.00	2,717.95	1,282.05
Business Manager's Dept.—			
Repair Division.....	36,769.43	31,258.06	5,511.37
Supply Division.....	45,411.94	45,411.94	—
Supt. of Schools' Dept.....	60,732.21	58,183.97	2,548.24
Attendance Dept.....	47,513.82	47,513.82	—
Other Expenses.....	12,267.34	12,267.34	—
Total	\$232,651.46	\$220,378.31	\$12,273.15
INSTRUCTION			
Teachers' Salaries.....	\$4,609,707.47	\$4,551,359.85	\$58,347.62
Text Books.....	61,511.21	61,511.21	—
Apparatus.....	19,992.87	19,992.87	—
Instruction Supplies.....	187,953.60	184,140.63	3,812.97
Other Expenses.....	58,960.72	58,469.95	490.77
Total	\$4,938,125.87	\$4,875,474.51	\$62,651.36
OPERATION			
Janitors' Salaries.....	\$290,796.85	\$290,796.85	—
Janitors' Supplies.....	18,099.41	17,472.22	\$627.19
Fuel.....	110,609.95	109,432.79	1,177.16
Water.....	16,670.57	9,602.01	7,068.56
Light and Power.....	41,331.32	31,787.59	9,543.73
Other Expenses.....	10,915.76	10,915.76	—
Total	\$488,423.86	\$470,007.22	\$18,416.64
MAINTENANCE			
Repairs to Buildings.....	\$96,008.42	\$96,008.42	—
Repairs and Replacements.....	24,058.41	24,058.41	—
Ordinary Supplies.....	17,436.22	12,592.91	\$4,843.31
Insurance.....	3,115.50	1,966.84	1,148.66
Other Expenses.....	1,980.11	1,335.31	644.80
Total	\$142,598.66	\$135,961.89	\$6,636.77
AUXILIARY AGENCIES			
Medical Inspection Dept.....	\$76,985.17	\$76,985.17	—
Libraries.....	9,337.54	9,337.54	—
Transportation of Pupils.....	15,431.20	4,840.40	\$10,590.80
Food for Special Schools.....	14,188.08	14,188.08	—
Total	\$115,941.99	\$105,351.19	\$10,590.80
MISCELLANEOUS			
Leasing of School Buildings.....	\$1,162.50	\$1,145.92	\$16.58
Other Expenses.....	200.00	99.40	100.60
Total	\$1,362.50	\$1,245.32	\$117.18
CAPITAL OUTLAY			
Alterations and Imps. to Bldgs.....	\$112,227.67	\$102,187.58	\$10,040.09
Equipment of New Buildings.....	9,824.87	6,109.28	3,715.59
Equipment of Old Buildings.....	27,275.17	27,275.17	—
Equipment of Departments.....	1,912.42	1,295.04	617.38
Land.....	131,825.29	60,862.94	70,962.35
New Buildings.....	1,408,991.60	1,306,017.08	102,974.52
Total	\$1,692,057.02	\$1,503,747.09	\$188,309.93

FINANCIAL REPORT

3

SUMMARY

	Appropriations	Expenditures	Balances
Administration.....	\$232,651.46	\$220,378.31	\$12,273.15
Instruction.....	4,938,125.87	4,875,474.51	62,651.36
Operation.....	488,423.86	470,007.22	18,416.64
Maintenance.....	142,598.66	135,961.89	6,636.77
Auxiliary Agencies.....	115,941.99	105,351.19	10,590.80
Miscellaneous.....	1,362.50	1,245.32	117.18
Capital Outlay.....	1,692,057.02	1,503,747.09	188,309.93
Unapportioned (Current Exp.)	21,092.44	.....	21,092.44
Total.....	\$7,632,253.80	\$7,312,165.53	\$320,088.27

RECAPITULATION

	Appropriations	Expenditures	Balances
Current Expenses.....	\$6,091,436.91	\$5,945,285.51	\$146,151.40
Construction.....	1,540,816.89	1,366,880.02	173,936.87
	\$7,632,253.80	\$7,312,165.53	\$320,088.27

BOARD OF EDUCATION

CONSTRUCTION ACCOUNT

RECEIPTS

Balance from June 30, 1920.....	\$1,016,480.36
Sale of School Bonds.....	499,510.85
Deposited with Custodian.....	10,279.74
Interest	14,545.94
	<u>\$1,540,816.89</u>

EXPENDITURES

LAND

	Appropriations	Expenditures	Balances
Robert Treat School (Addl. gr.)	\$45,500.00	\$45,247.94	\$252.06
Prince Street Playground.....	12,800.00	12,500.00	300.00
Eliot School (Addl. ground).....	2,550.00	2,550.00	-----
Carteret School (Addl. gr.).....	10.00	10.00	-----
Alexander Street School (Addl. gr.).....	50,697.84	260.00	50,437.84
Open Air School Site.....	30.00	30.00	-----
Monteith School (Addl. gr.).....	35.00	35.00	-----
Cleveland School (Addl. gr.).....	10.00	10.00	-----
Monmouth Street School (Addl. gr.).....	20.00	20.00	-----
Belmont Ave. School (Addl. gr.).....	15.00	15.00	-----
Webster School (Addl. gr.).....	25.00	25.00	-----
Lafayette School (Addl. gr.).....	60.00	60.00	-----
Abington Ave. School (Addl. gr.).....	25.00	25.00	-----
South 10th St. School (Addl. gr.).....	10,931.50	-----	10,931.50
Continuation School Site.....	75.00	75.00	-----
Unapportioned.....	9,040.95	-----	9,040.95
Total.....	<u>\$131,825.29</u>	<u>\$60,862.94</u>	<u>\$70,962.35</u>

BUILDINGS

	Appropriations	Expenditures	Balances
Seymour Vocational School.....	\$332,215.98	\$425,186.56	-\$92,970.58
Berkeley School House Add.....	196,799.01	152,714.25	44,084.76
Alexander St. School House Add.....	232,254.13	298,084.99	-65,830.86
Franklin School House Add.....	372,790.73	303,957.63	68,833.10
Central C. & M. T. Hg. Sch. Alter.....	54,273.00	54,273.00	-----
Lawrence St. School Alterations.....	7,027.02	7,027.02	-----
Summer Ave. School Alterations.....	76,000.00	32,323.56	43,676.44
Building Trades School.....	40,000.00	18,304.86	21,695.14
Crippled Children School Bldg.....	6,117.71	6,117.71	-----
Carteret School House Add.....	8,027.50	8,027.50	-----
Abington Ave. School House Add.....	80,000.00	-----	80,000.00
Unapportioned.....	3,486.52	-----	3,486.52
Total.....	<u>\$1,408,991.60</u>	<u>\$1,306,017.08</u>	<u>\$261,775.96</u> <u>-158,801.44</u> <u>\$102,974.52</u>

SUMMARY

	Appropriations	Expenditures	Balances
Land.....	\$131,825.29	\$60,862.94	\$70,962.35
Buildings.....	1,408,991.60	1,306,017.08	102,974.52
Grand Total.....	<u>\$1,540,816.89</u>	<u>\$1,366,880.02</u>	<u>\$173,936.87</u>

R. D. ARGUE, *Secretary.*

FINANCIAL REPORT

5

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE

JUNE 30, 1921

Name of School House	Sites	Buildings	Furniture and Equipment	Total
Barringer High.....	\$82,000	\$285,000	\$33,300	\$400,300
Central C. & M. T. High.....	66,600	639,600	74,000	780,200
East Side C. & M. T. High.....	43,000	393,000	56,200	492,200
South Side High.....	52,000	365,000	45,000	462,000
West Side High.....	50,000			50,000
Abington Avenue.....	13,200	160,000	11,000	184,200
Alexander Street.....	9,600	62,000	3,300	74,900
Avon Avenue.....	20,000	191,000	7,500	218,500
Belmont Avenue.....	48,000	250,000	9,000	307,000
Bergen Street.....	35,000	164,000	7,500	206,500
Berkeley (Peshine Ave.).....	12,800	365,000	6,000	383,800
Bruce Street.....	21,000	50,000	3,500	74,500
Burnet.....	25,000	275,000	12,000	312,000
Camden Street.....	20,000	59,000	3,400	82,400
Carteret (Oliver St.).....	12,000	170,000	8,500	190,500
Central Avenue.....	31,200	154,000	9,100	194,300
Charlton Street.....	32,000	100,000	5,000	137,000
Chestnut Street.....	22,000	51,000	3,600	76,600
Cleveland.....	22,000	255,000	15,000	292,000
Dayton.....	3,000	12,500	300	15,800
Elizabeth Avenue.....	23,000	12,800	1,000	36,800
Elizabeth Avenue District.....	28,800			28,800
Eliot.....	22,900	100,000	4,000	126,900
Fourteenth Avenue.....	30,000	118,000	4,000	152,000
Franklin.....	35,000	145,000	5,500	185,500
Garfield.....	16,500	155,000	9,500	181,000
Hamilton (Miller St.).....	27,400	205,000	10,500	242,900
Hawkins Street.....	20,800	53,000	2,800	76,600
Hawthorne.....	22,000	199,000	9,500	230,500
Hawthorne Avenue District.....	11,275			11,275
John Catlin (Ann St.).....	20,100	205,000	11,000	236,100
Joseph E. Haynes (Morton St.).....	50,000	300,000	9,000	359,000
Lafayette.....	25,000	265,000	15,500	305,500
Lawrence Street.....	30,000	52,000	1,800	83,800
Lincoln.....	10,800	75,000	3,000	88,800
Madison.....	18,000	245,000	11,100	274,100
McKinley (Old) (7th Ave.).....	19,300	105,500	5,500	130,300
McKinley (New) (8th Ave.).....	35,000	119,000	6,200	160,200
Milford (18th Ave.).....	26,000	200,000	6,300	232,300
Monmouth Street.....	10,000	60,000	4,000	74,000
Monteith (Hamburg Place).....	24,000	170,000	7,500	201,500
Montgomery.....	27,000	145,000	7,000	179,000
Moses Bigelow (15th Ave.).....	40,550	254,000	15,000	309,550
Newton.....	40,300	295,000	18,500	353,800
Parker Street.....	24,000			24,000
Ridge.....	15,000	115,500	5,000	135,500
Robert Treat (13th Ave.).....	48,500	276,000	12,700	337,200
Roseville Avenue.....	13,200	30,500	1,600	45,300
Sixteenth Ward Site (Avon Ave.).....	18,000			18,000
South Street.....	12,000	51,000	3,000	66,000
South Eighth Street.....	24,000	144,000	5,000	173,000
South Market Street.....	20,000	58,000	3,000	81,000
South Tenth Street.....	34,750	45,000	3,600	83,350
Southern Section (Maple Ave.).....	14,500			14,500
Speedway.....	19,800	77,000	3,400	100,200
Summer Avenue.....	10,000	48,000	2,500	60,500
Summer Place.....	7,000	31,500	1,200	39,700
Sussex Avenue.....	24,000	53,000	3,000	80,000
Walnut Street.....	7,500	7,000	1,200	15,700
Warren Street.....	14,000	137,000	5,500	156,500
Washington Street.....	57,000	76,000	4,800	137,800
Waverly Avenue.....	13,500	50,000	2,800	66,300
Webster.....	17,000	148,000	5,500	170,500
West Side.....	23,200	195,000	11,000	229,200
Ungraded No. 1 (West).....	10,000	16,300	1,000	27,300
Ungraded No. 2 (East).....	4,000	17,100	1,000	22,100

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL
FURNITURE—*Continued*

JUNE 30, 1921

Name of School House	Sites	Buildings	Furni- ture and Equipment	Total
Open Air.....	\$1,000	\$3,300	\$600	\$4,900
Fawcett School of Industrial Arts.....	36,000	19,000	1,000	56,000
Boys' Vocational (Old).....	2,000	10,000	7,000	19,000
Seymour Vocational (New).....	32,800	-----	-----	32,800
Girls' Vocational.....	40,000	48,000	7,300	95,300
Building Trades School and Norfolk St. Playground.....	45,000	-----	-----	45,000
Binet No. 1 (State St.).....	15,000	19,000	1,500	35,500
Binet No. 2 (Coe's Place).....	5,000	20,000	2,000	27,000
Binet No. 3 (Alyea St.).....	7,000	10,000	1,000	18,000
Market St. (Medical Insp. Dept. and Clinic).....	80,000	18,000	2,000	100,000
Physical Training Field.....	55,000	5,000	5,000	65,000
Prince St. Playground.....	12,500	-----	-----	12,500
Vailsburg Playground.....	14,750	-----	-----	14,750
Morton St. Playground.....	13,000	-----	-----	13,000
Marshall Street (Shop).....	9,000	5,000	1,500	15,500
Total.....	\$2,033,125	\$9,212,600	\$587,100	\$11,832,825

TABLE SHOWING ANNUAL COST PER PUPIL FOR SALARIES, SUPPLIES, REPAIRS, ETC.,
BASED ON AVERAGE ENROLLMENT AND ORDINARY EXPENSES AS SHOWN
IN TABLE OF EXPENSES—1920-1921

FINANCIAL STATISTICS

7

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total
DAY SCHOOLS																			
<i>Senior High</i>																			
Newark Junior College.....	108	\$318.46	\$20.00	\$5.90	\$44.22	\$1.58	\$3.15	\$.16	\$.25	\$3.62	.....	\$1.08	.....	.....	1.50	.02	.33	.01	\$398.52
Barringer.....	1,544	115.13	5.90	.58	7.93	.80	2.40	1.19	.27	1.55	.....	.43	.....	.....	1.07	.04	.28	.01	138.04
Central C. & M. T.....	1,854	131.53	10.70	.77	11.92	.90	2.71	.13	.16	2.06	.04	1.76	.....	.....	3.09	.04	.46	.15	164.08
East Side C. & M. T.....	1,892	155.23	15.28	1.25	17.30	.75	3.94	.29	.22	.99	.36	.60	.....	.....	1.81	.03	.35	.05	199.95
South Side.....	1,218	128.81	8.92	.67	7.47	1.12	2.13	.11	.17	2.56	.....	.77	.....	.....	.....	.....	.....	.....	154.97
<i>Junior High</i>																			
Cleveland.....	726	62.80	2.15	.10	4.06	.05	.81	.57	.10	.20	.....	.04	.....	.01	.....	.....	.....	.....	70.88
Madison.....	443	82.73	3.35	.10	4.69	.02	1.12	.31	.06	.04	.....	.....	.....	.....	.....	.....	.....	.....	92.42
Robert Treat.....	486	74.48	3.07	.21	3.87	.11	1.09	.53	.09	.....	.....	.....	.....	.....	.....	.....	.....	.....	83.43
<i>Elementary</i>																			
Abington Avenue.....	1,413	56.51	2.89	.19	3.24	.33	1.09	.52	.04	1.33	.....	.06	.....	.....	.....	.07	.14	.....	66.40
Alexander Street.....	1,739	55.39	3.53	.17	2.35	.39	1.79	.16	.04	.88	.....	.12	.....	.....	.....	.07	.15	.....	64.92
Avon Avenue.....	1,545	46.39	3.19	.13	2.03	.20	1.33	.32	.07	1.26	.....	.14	.....	.....	.....	.04	.07	.01	55.19
Belmont Avenue.....	1,585	49.54	3.47	.21	2.18	.48	1.34	.30	.11	1.18	.....	.68	.....	.....	.....	.05	.14	.01	59.70
Bergen Street.....	1,615	30.16	3.73	.12	1.87	.25	1.02	.45	.11	.49	.....	.11	.....	.....	.....	.05	.08	.01	57.02
Berkeley.....	1,037	47.03	3.45	.16	1.60	.30	1.49	.63	.18	.98	.01	.14	.....	.....	.....	.06	.08	.01	57.07
Bruce Street.....	245	45.26	3.40	.11	.83	.87	2.32	.41	.06	1.49	.....	.05	.....	.....	.....	.09	.38	.01	55.28
Burnet.....	1,331	49.80	3.85	.11	2.37	.27	1.64	.57	.16	1.12	.....	.16	.....	.....	.....	.07	.09	.01	60.24
Camden Street.....	1,153	43.46	2.53	.08	1.56	.37	1.22	.03	.05	1.11	.....	.11	.....	.01	.....	.06	.07	.....	50.81
Carteret.....	1,402	45.16	2.56	.12	2.26	.12	1.19	.50	.04	.73	.....	.16	.....	.....	.....	.05	.08	.01	52.99
Central Avenue.....	1,588	53.36	2.46	.16	3.29	.23	1.31	.50	.13	1.54	.....	.36	.....	.....	.....	.09	.08	.01	63.52
Charlton Street.....	1,358	53.04	3.24	.17	1.74	.23	1.91	.14	.07	1.19	.....	.14	.....	.....	.....	.04	.14	.....	62.05
Chestnut Street.....	857	51.03	3.37	.17	2.39	.37	1.38	.10	.10	1.48	.01	.36	.....	.....	.....	.05	.21	.03	61.03
Cleveland.....	1,211	65.71	2.84	.26	3.61	.34	1.04	.73	.12	1.40	.....	.33	.....	.01	.....	.05	.13	.05	76.63
Dayton.....	71	43.79	9.69	.29	1.60	.56	3.31	.04	.17	7.48	.....	2.88	.....	.....	.....	.06	1.00	.....	71.86

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total
Eliot.....	1,065	48.73	3.74	.21	2.36	.17	2.36	.12	.07	1.30		.30				.05	.17	.09	59.67
Elizabeth Avenue.....	274	43.24	5.30	.07	1.23	.26	1.61	.03		1.05		.16				.09	.34	.01	53.57
Fourteenth Avenue.....	1,227	47.94	2.73	.13	2.15	.39	1.24	.13	.05	.84		.21				.04	.10	.01	55.96
Franklin.....	1,927	46.00	2.41	.11	1.99	.31	.95	.51	.33	.42	.01	.33				.04	.12	.01	53.26
Garfield.....	1,214	50.37	3.32	.13	1.94	.43	1.49	.40	.12	1.01	.29	.48				.07	.14	.04	60.22
Hamilton.....	1,484	50.07	3.17	.16	2.18	.16	1.89	.42	.12	.59		.22		.01		.06	.09	.01	59.14
Hawkins Street.....	730	40.84	3.42	.14	1.16	.19	.99	.09	.08	1.56		.27				.06	.14	.03	48.97
Hawthorne.....	1,145	51.80	3.74	.14	2.04	.48	1.25	.33	.10	1.78	.16	.26				.06	.11	.07	62.31
John Catlin.....	1,867	52.70	2.93	.12	3.07	.33	1.54	.46	.21	.90		.15				.04	.14	.03	62.65
Joseph E. Haynes.....	1,574	51.26	6.45	.16	2.04	.22	1.92	.16	.19	1.45		.36				.04	.14	.01	64.40
Lafayette.....	2,004	56.16	2.49	.19	3.20	.30	1.00	.63	.18	.74	.24	.20				.04	.14	.01	65.52
Lawrence Street.....	217	65.85	4.69	.18	.84	1.11	1.65	.64	.19	6.28		.89		.02		.17	.48	.05	83.05
Lincoln.....	525	52.98	4.81	.14	1.37	.25	1.39	.09	.08	.49		.11		.01		.09	.18	.02	62.00
Madison.....	1,049	70.11	3.54	.17	3.97	.39	1.19	.33	.06	1.44		.54				.06	.14	.05	81.31
McKinley.....	2,323	55.40	3.75	.16	2.88	.45	1.35	.90	.14	.86		.19				.09	.14	.03	66.34
Milford.....	1,242	48.36	3.69	.13	2.00	.45	1.33	.62	.07	1.88		.17				.05	.13	.01	58.88
Monmouth Street.....	1,000	48.65	3.14	.16	1.59	.21	.88	.07	.08	1.19		.37		.01		.03	.19	.02	58.78
Monteith.....	1,464	60.08	2.68	.11	2.55	.21	1.26	.35	.14	.43		.38				.07	.07	.01	68.35
Montgomery.....	898	53.34	3.41	.14	1.40	.38	1.33	.40	.20	.70		.24				.03	.03	.01	58.75
Moses Bigelow.....	1,713	46.30	3.25	.15	2.10	.20	1.50	.30	.32	.57		.51		.01		.03	.08	.01	51.72
Newton.....	1,701	47.86	3.38	.15	2.20	.33	1.28	.37	.19	1.15		.35				.03	.08	.01	57.42
Ridge.....	682	50.71	4.23	.17	2.55	.17	1.50	.51	.28	.75		.22				.03	.14	.01	61.26
Robert Treat.....	1,902	53.04	2.84	.15	2.64	.36	.90	.47	.08	1.07		.13		.03		.04	.10	.01	61.94
Roseville Avenue.....	399	55.87	3.82	.12	1.17	.42	1.45	.07	.09	.94		.40				.07	.23	.03	64.64
South Street.....	1,046	41.06	2.41	.07	1.06	.42	1.01	.20	.05	1.37		.33				.05	.09	.01	48.22
South Eighth Street.....	1,295	53.30	3.52	.10	2.34	.32	2.24	.21	.18	1.05		.25				.04	.14	.01	63.74
South Market Street.....	609	48.53	4.15	.20	3.12	.68	2.21	.73	.13	2.65		.30				.10	.20	.03	63.98
South Tenth Street.....	913	48.54	3.18	.16	2.22	.38	1.39	.35	.06	.61		.26				.03	.20	.08	57.46
Speedway.....	340	56.62	4.27	.11	1.19	.41	1.62	.31	.13	1.14	.85	.26				.12	.30	.01	67.13
Summer Avenue.....	863	46.70	2.96	.08	2.10	.21	.66	.08	.20	.37		.17				.06	.12	.02	53.77
Summer Place.....	361	47.83	4.08	.18	1.05	.31	2.38	.45	.09	.57		.19				.06	.29	.01	57.46
Sussex Avenue.....	947	44.54	2.65	.14	2.09	.41	1.15	.25	.08	.98		.25				.06	.11	.01	52.72
Walnut Street.....	276	49.01	5.26	.07	1.25	.36	1.06	.02	.03	.32		.40				.09	.34	.01	58.22
Warren Street.....	895	45.03	3.56	.10	1.19	.65	1.06	.92	.01	2.76		.34				.07	.12	.01	55.81

FINANCIAL STATISTICS

738	Washington Street.....	56.77	3.68	.20	2.31	.33	1.29	.24	.07	1.14	.23	.06	.13	66.44
604	Waverly Avenue.....	48.51	1.13	1.53	.53	.20	1.6	.17	.84	.10	.10	.07	.16	57.86
1,236	Webster.....	51.69	3.21	.16	2.47	.22	1.68	.33	.19	1.42	.10	.09	.12	61.68
1,385	West Side.....	63.58	3.54	.12	2.37	.13	1.24	.16	.06	.76	.07	.04	.11	72.40
224	Boys'.....	115.99	7.10	.33	21.14	.46	2.40	3.30	.70	.81	.46	.10	.10	152.79
189	Girls'.....	126.38	9.72	.77	4.79	.71	2.62	2.23	.11	4.26	.70	.02	.67	152.98
145	Boys'.....	88.96	8.02	.30	5.05	.27	2.17	1.99	.25	3.87	.22	.04	.36	114.55
263	Girls'.....	43.69	3.49	.87	3.23	.22	1.08	.91	.04	.01	.04	.09	.09	53.70
16	Part Time Class.....	14.45	.....	.01	.....	.....	.....	.....	.....	.....	.....	.....	.....	14.47
20	Academy Street Ungraded.....	110.00	6.00	.26	8.61	.77	1.98	5.72	.....	2.83	.73	.16	2.35	134.06
43	Ungraded No. 1.....	146.61	30.01	.25	8.67	2.37	7.44	1.22	.43	1.22	.02	2.09	2.40	221.64
41	Ungraded No. 2.....	154.32	29.85	.24	11.94	1.99	9.01	1.22	.19	3.85	.19	1.75	.09	230.47
139	Binet No. 1.....	123.87	11.34	.30	8.85	2.07	2.67	.15	.24	3.85	.38	2.10	.72	162.93
127	Binet No. 2.....	129.05	11.43	.29	7.82	3.24	5.69	1.55	.37	3.43	.88	4.74	.30	171.23
79	Binet No. 3.....	136.86	15.37	.49	7.41	1.76	4.49	.27	.27	2.57	.12	3.39	.18	183.66
33	Moses Bigelow Binet.....	131.41	7.33	.01	10.37	1.53	3.30	.66	.07	.....	.11	2.81	.34	157.60
82	Robert Treat Binet.....	116.31	5.68	.02	7.47	.41	1.62	.78	.14	.....	.73	2.90	.11	136.17
83	Waverly Avenue Binet.....	127.02	10.13	.01	9.01	.34	5.22	.42	.45	.....	.16	8.79	.33	161.87
29	School for the Deaf.....	324.39	20.09	.56	17.20	.12	3.16	2.64	.39	.13	1.24	.759	.12	377.61
6	Robert Treat Blind.....	369.65	15.51	.04	.....	.....	6.34	1.17	.35	.....	.....	.66	.17	394.51
13	Washington St. Blind.....	331.23	17.89	.59	22.66	.....	6.34	1.17	.35	.....	.....	14.01	.34	396.73
29	Camden Street Open Air.....	54.49	3.52	.28	1.67	.03	.07	.81	.....	.19	.21	.10	.08	83.02
28	Carteret Open Air.....	51.44	3.43	.25	2.03	.15	1.66	.70	.06	.....	.29	20.32	.19	80.99
48	Elizabeth Avenue Open Air.....	88.01	41.68	.18	1.17	6.09	2.88	2.56	.32	5.32	.379	60.61	1.84	235.58
28	Garfield Open Air.....	75.42	4.34	.....	1.13	.40	1.96	.53	.16	.....	.08	16.68	.....	99.71
26	John Catlin Open Air.....	77.61	3.90	.....	2.21	.97	2.04	.61	.25	.....	1.02	25.47	.03	144.10
27	Joseph E. Haynes Open Air.....	76.57	8.55	.....	1.47	2.55	.21	.69	.19	.....	.58	17.70	.03	107.03
29	Lafayette Open Air.....	51.69	2.69	.....	1.07	.26	1.10	.62	.10	.....	1.84	26.36	.....	147.03
28	Lawrence Street Open Air.....	72.54	5.19	.....	1.09	.19	1.00	.62	.10	.....	3.34	27.23	1.51	105.10
29	McKinley Open Air.....	69.26	1.72	.....	1.08	1.53	1.02	.16	.....	.....	.334	27.23	.21	105.34
29	Milford Open Air.....	30	68.65	4.37	1.04	.53	1.57	.74	.08	.....	.91	13.89	.....	95.36
28	Montgomery Open Air.....	75.89	4.21	.....	1.17	1.10	1.64	.49	.25	.....	.91	13.89	.....	89.58
28	Moses Bigelow Open Air.....	72.54	4.23	.....	.88	.43	1.95	.39	.04	.....	.11	21.82	.39	103.35
29	South Market Street Open Air.....	71.37	5.12	.....	.34	.22	2.73	.91	.15	.....	.02	21.61	.....	102.47
42	Belmont Ave. Crimped Class.....	112.93	.....	.31	12.11	.31	2.19	.49	.19	.....	.....	2.95	.....	107.20
30	Class for Crimped Children.....	53.90	.....	.01	.31	.87	.....	.....	.....	.....	.....	.....	.....	55.00

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total	
ALL YEAR SCHOOLS																				
Central C. & M. T. High	1,031	30.77	.....	.01	.02	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30.80
Cleveland Jr. High	419	12.90	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12.90
Abington Avenue	955	10.64	.....	.01	.10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10.92
Belmont Avenue	1,104	9.32	.....	.01	.02	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9.53
Cleveland	630	14.39	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14.71
Lafayette	1,287	8.99	.....	.01	.05	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9.20
McKinley	1,821	8.67	.....	.01	.05	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8.89
Monteith	767	12.51	.....	.01	.13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12.86
Newton	1,263	8.16	.....	.01	.13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8.44
Webster	935	8.75	.....	.01	.18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9.12
Elizabeth Ave. Open Air	47	11.06	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	98.05
Boys Vocational	181	25.17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3.05
Class for Crippled Child'n, Franklin	28	8.57	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8.57
SUMMER SCHOOLS																				
High																				
Barringer	916	9.74	.....	.05	.23	.....	.....	.....	.04	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10.06
Junior High																				
Madison	87	13.46	.....	.43	.....	.....	.....	.....	.03	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13.92
Robert Treat	84	13.34	.....	.....	.....	.....	.....	.....	.06	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13.40
Elementary																				
Avon Avenue	625	3.75	.19	.01	.38	.01	.....	.....	.02	.....	.....	.....	.....	.....	.....	.....	.01	.....	.....	4.37
Bergen Street	545	4.24	.22	.01	.45	.01	.....	.....	.03	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4.96
Burnet	437	3.73	.25	.01	.72	.....	.....	.....	.04	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4.76
Camden Street	561	4.00	.21	.01	.36	.02	.....	.....	.01	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4.60
Carteret	491	3.78	.18	.01	.47	.....	.....	.....	.01	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4.44
Central Avenue	545	3.59	.19	.01	.44	.....	.....	.....	.03	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4.27
Charlton Street	386	5.38	.29	.01	.62	.....	.....	.....	.02	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6.31
Eliot	338	4.15	.20	.01	.66	.....	.....	.....	.02	.....	.....	.....	.....	.....	.....	.01	.....	.....	.....	5.05

FINANCIAL STATISTICS

[illegible]

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total
Carliet	237	13.72	.61	.04	1.74	...	1.16	.49	.04	...	...	...	...	...	...	...	...	...	17.81
Central Avenue	204	14.66	.70	.10	1.65	.45	1.63	.63	.16	...	...	...	...	...	...	...	...	...	19.99
Cleveland	339	14.82	.93	.02	1.50	.66	.72	.61	.09	...	...	...	...	...	...	...	...	...	19.35
Franklin	327	13.04	.48	.06	1.19	.21	.63	.33	.02	...	...	...	...	...	...	...	...	...	15.09
Joseph E. Haynes	474	11.56	.38	.03	1.31	.06	.59	.05	.06	...	...	...	...	...	...	...	...	...	14.04
Lafayette	414	12.79	.48	.12	1.14	.16	.66	.50	.12	...	...	...	...	...	...	...	...	...	15.97
Madison Gymnasium	169	10.82	2.02	.01	...	.37	3.37	.83	.18	...	...	...	...	...	...	...	...	...	17.22
Monmouth	182	16.52	.82	.11	1.35	.37	1.62	.46	.19	...	...	...	...	...	...	...	...	...	21.43
Robert Treat	211	14.87	.55	.02	1.39	.30	.64	.37	.05	...	...	...	...	...	...	...	...	...	18.19
South Tenth Street	184	19.40	.82	.07	1.29	.17	1.10	.28	.05	...	...	...	...	...	...	...	...	...	23.19
<i>Vocational</i>																			
Boys'	183	28.17	.96	.06	4.24	.49	1.35	.67	.15	...	...	...	...	...	...	...	...	...	36.11
Fawcett	831	31.18	1.69	.40	1.43	.55	.71	1.10	.01	.46	...	.49	...	...	...	...	.12	...	28.61
<i>Special</i>																			
School for Deaf	35	38.71	...	.02	...	...	...	1.83	.27	...	...	...	...	...	...	...	...	...	45.57
<i>Special Activities</i>																			
Playgrounds	8,714	1.47	.07	.01	.41	...	...	...	.04	.01	...	.05	...	...	...	...	...	...	2.05
Americanization Classes	38	27.32	...	.63	...	...	...	...	...	...	...	...	...	...	...	...	...	...	27.95
<i>DAY SCHOOLS</i>																			
Senior High	...	133.79	9.90	.87	11.33	.91	2.70	.45	.20	1.89	.07	.98	...	...	1.65	.03	.33	.04	165.15
Junior High	...	71.56	1.74	.13	4.17	.06	.97	.49	.08	.10	.02	.02	...	.01	...	.07	.16	.02	80.33
Elementary	...	65.77	4.28	.19	2.91	.42	1.77	.49	.14	1.40	.03	.33	...	...	...	.01	.36	...	78.01
Vocational	...	120.74	8.30	.54	13.66	.57	2.50	.23	.43	2.39	.10	.57	...	...	...	.03	.18	.02	152.88
Continuation	...	58.07	4.91	1.67	3.73	.23	1.41	1.25	.11	1.32	.02	.10	...	24.10	...	.22	.53	.04	73.02
Special	...	131.47	12.12	.01	6.69	1.42	3.54	1.03	.25	1.42	.02	.78	12.34	...	...	...	...	...	174.48
All Year	...	5.85	...	...	.06	...	...	...	...	...	...	...	...	...	...	...	...	...	10.04
<i>SUMMER</i>																			
Senior High	...	9.74	...	.05	.23	...	...	...	.04	...	...	...	...	...	...	...	...	...	10.06
Junior High	...	13.40	...	.22	.59	.01	...	...	.03	...	...	.01	...	...	...	.01	...	...	13.66
Elementary	...	4.27	.22	.01	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5.12
<i>EVENING</i>																			
High	...	16.42	.62	.07	2.48	.01	.75	.28	.07	...	...	...	...	...	...	...	...	...	28.86
Elementary	...	16.27	.63	.06	1.28	.24	.92	.41	.08	.38	...	.40	...	...	...	...	...	...	19.87
Vocational	...	22.83	1.56	.33	1.94	.54	.83	1.02	.04	.01	...	.05	...	...	...	...	...	...	29.96
Special	...	1.58	.07	.01	.41	...	...	...	.04	.01	...	.05	...	...	...	...	...	...	45.57
Special Activities	...	1.58	.07	.01	.41	...	...	...	.04	.01	...	.05	...	...	...	...	...	...	2.16

FINANCIAL STATIST

EXPENSES FOR EDUCATIONAL SUPPLIES SHOWING TOTAL COST AND AVERAGE RATE PER PUPIL BASED ON AVERAGE ENROLLMENT FOR THE YEAR 1920-1921

FINANCIAL REPORT
OF THE
BOARD OF EDUCATION

NEWARK, N. J., July 27, 1922.

The Secretary respectfully submits the following ANNUAL statement of the RECEIPTS and EXPENDITURES of the Board of Education for the year beginning July 1, 1921, and ending June 30, 1922:

RECEIPTS.

STATE.

Appropriations	\$1,318,880.50
Railroad Tax	410,612.54
Vocational (including Federal)	55,126.03
Manual Training	5,551.31
	<hr/>
	\$1,790,170.38

MUNICIPAL.

Balance from June 30, 1921 \$	320,088.27
Tax Ordinance	5,100,000.00
Sale of School Bonds.....	1,350,000.00
Cash deposited with Custodian	114,446.37
Interest on Bequest.....	240.00
Interest	7,140.44
Truancy Fines	149.00
Transferred from Construction Account to Current Expense Account	103,962.35
	<hr/>
	\$6,996,026.43
	<hr/>
Total	\$8,786,196.81

EXPENDITURES

	Appropriations	Expenditures	Balances
ADMINISTRATION			
Secretary's Dept. and Board Offices.	\$24,292.00	\$23,694.51	\$597.49
Legal Services.	6,000.00	5,966.91	33.09
Business Manager's Dept.—			
Repair Division.	37,355.00	36,120.73	1,234.27
Supply Division.	57,767.87	57,767.87	.....
Supt. of Schools' Dept.	72,777.20	72,777.20	.....
Attendance Dept.	57,349.00	55,234.66	2,114.34
Other Expenses.	20,236.83	20,236.83	.....
Total	\$275,777.90	\$271,798.71	\$3,979.19
INSTRUCTION			
Teachers' Salaries.	\$5,379,512.47	\$5,371,780.12	\$7,732.35
Text Books.	90,181.25	90,181.25	.....
Apparatus.	24,435.00	19,831.23	4,603.77
Instruction Supplies.	182,297.32	166,089.70	16,207.62
Other Expenses.	50,827.31	50,202.08	625.23
Total	\$5,727,253.35	\$5,698,084.38	\$29,168.97
OPERATION			
Janitors' Salaries.	\$312,657.53	\$307,182.91	\$5,474.62
Janitors' Supplies.	13,364.00	12,991.83	372.17
Fuel.	124,036.56	124,036.56	.....
Water.	10,615.67	10,615.67	.....
Light and Power.	38,641.12	38,641.12	.....
Other Expenses.	14,948.92	14,948.92	.....
Total	\$514,263.80	\$508,417.01	\$5,846.79
MAINTENANCE			
Repairs to Buildings.	\$173,256.23	\$173,256.23	.....
Repairs and Replacements.	23,050.00	21,602.43	\$1,447.57
Ordinary Supplies.	13,388.00	11,439.97	1,948.03
Insurance.	47,556.35	46,120.39	1,435.96
Other Expenses.	2,612.00	2,384.74	227.26
Total	\$259,862.58	\$254,803.76	\$5,058.82
AUXILIARY AGENCIES			
Medical Inspection Dept.	\$96,123.52	\$89,172.16	\$6,951.36
Libraries.	13,650.00	12,255.05	1,394.95
Transportation of Pupils.	14,919.00	14,919.00	.....
Food for Special Schools.	15,229.48	15,229.48	.....
Total	\$139,922.00	\$131,575.69	\$8,346.31
MISCELLANEOUS			
Leasing of School Buildings.	\$2,968.52	\$835.00	\$2,133.52
Other Expenses.	1,289.58	155.46	1,134.12
Total	\$4,258.10	\$990.46	\$3,267.64
CAPITAL OUTLAY			
Alterations and Imps. to Bldgs.	\$178,310.06	\$178,310.06	.....
Equipment of New Buildings.	34,785.53	34,785.53	.....
Equipment of Old Buildings.	37,752.09	35,950.82	\$1,801.27
Equipment of Departments.	16,500.00	14,847.58	1,652.42
Land.	177,348.99	112,700.76	64,648.23
New Buildings.	1,420,162.41	1,287,862.03	132,300.38
Total	\$1,864,859.08	\$1,664,456.78	\$200,402.30

SUMMARY

	Appropriations	Expenditures	Balances
Administration.....	\$275,777.90	\$271,798.71	\$3,979.19
Instruction.....	5,727,253.35	5,698,084.38	29,168.97
Operation.....	514,263.80	508,417.01	5,846.79
Maintenance.....	259,862.58	254,803.76	5,058.82
Auxiliary Agencies.....	139,922.00	131,575.69	8,346.31
Miscellaneous.....	4,258.10	990.46	3,267.64
Capital Outlay.....	1,864,859.08	1,664,456.78	200,402.30
Grand Total.....	\$8,786,196.81	\$8,530,126.79	\$256,070.02

RECAPITULATION

	Appropriations	Expenditures	Balances
Current Expenses.....	\$7,188,685.41	\$7,129,564.00	\$59,121.41
Construction Account.....	1,597,511.40	1,400,562.79	196,948.61
Total.....	\$8,786,196.81	\$8,530,126.79	\$256,070.02

CONSTRUCTION ACCOUNT

RECEIPTS

Balance from June 30, 1921.....	\$ 173,936.87
Cash deposited with Custodian.....	71,363.46
Sale of School Bonds.....	1,350,000.00
Interest	2,211.07
	<u>\$1,597,511.40</u>

EXPENDITURES

LAND

	Appropriations	Expenditures	Balances
Norfolk Street Playground.....	\$18,000.00	\$5,821.03	\$12,178.97
Abington Ave. School (Add. Ground)....	36,019.34	35,769.34	250.00
Carteret School (Additional Ground).....	3,000.00		3,000.00
Robert Treat School (Add. Ground).....	252.06	252.06	
Prince Street Playground.....	300.00	300.00	
Alexander St. School (Add. Ground).....	50,437.84	50,437.84	
So. 10th St. School (Add. Ground).....	10,931.50	10,931.50	
Sale of Land.....	148.04	148.04	
Unapportioned.....	58,260.21	9,040.95	49,219.26
Total.....	\$177,348.99	\$112,700.76	\$64,648.23

BUILDINGS

	Appropriations	Expenditures	Balances
Seymour Vocational School.....	\$802,540.27	\$519,987.16	\$282,553.11
Alexander St. School House Addn.....	134,169.14	127,726.05	6,443.09
Berkeley School House Addn.....	46,414.61	46,414.61	
Franklin School House Addn.....	73,010.74	73,010.74	
Summer Ave. School Alterations.....	21,963.61	21,963.61	
Building Trades School.....	17,593.82	17,593.82	
Carteret School House Addn.....	198,000.00	133,530.49	64,469.51
Eliot School House Addn.....	412,000.00	142,578.59	269,421.41
Abington Ave. School House Addn.....	285,000.00	15,779.92	269,220.08
Chestnut St. School House Alt.....	31,775.65	31,775.65	
Charlton St. School House Addn.....	288,000.00	129,236.52	158,763.48
Camden St. School House Alt.....	7,843.50	7,843.50	
McKinley School House Alt.....	4,685.10	4,685.10	
Milford School House Alt.....	30,000.00	14,681.00	15,319.00
Bond Issue Expenses.....	1,055.27	1,055.27	
Unapportioned.....	15,621.55		15,621.55
Total.....	\$2,369,673.26	\$1,287,862.03	\$1,081,811.23

SUMMARY

	Appropriations	Expenditures	Balances
Land.....	\$177,348.99	\$112,700.76	\$64,648.23
New Buildings.....	2,369,673.26	1,287,862.03	1,081,811.23
	\$2,547,022.25	\$1,400,562.79	\$1,146,459.46
Due on Bond Issue.....	949,510.85		949,510.85
Actual.....	\$1,597,511.40	\$1,400,562.79	\$196,948.61
Received 1920-1921.....		\$499,510.85	
Due on Bond Issue.....		450,000.00	
		\$949,510.85	

R. D. ARGUE, *Secretary.*

FINANCIAL STATISTICS

17

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE

Name of School	Sites	Buildings	Furniture and Equipment	Total
Barringer High.....	\$82,000	\$285,000	\$33,300	\$400,300
Central C. & M. T. High.....	66,600	639,600	74,000	780,200
East Side C. & M. T. High.....	43,000	393,000	56,200	492,200
South Side High.....	52,000	365,000	45,000	462,000
West Side High.....	50,000	.....	.....	50,000
Alexander Archibald (Abington Ave.)	47,800	160,000	11,000	218,800
Alexander Street.....	10,200	450,000	3,300	463,500
Avon Avenue.....	20,000	191,000	7,500	218,500
Belmont Avenue.....	48,000	250,000	9,000	307,000
Bergen Street.....	35,000	164,000	7,500	206,500
Berkeley (Peshine Ave.).....	12,800	365,000	6,000	383,800
Bruce Street.....	21,000	50,000	3,500	74,500
Burnet.....	25,000	275,000	12,000	312,000
Camden Street.....	20,000	66,000	3,400	89,400
Carteret (Oliver St.).....	12,000	328,000	8,500	348,500
Central Avenue.....	31,200	154,000	9,100	194,300
Charlton Street.....	32,000	100,000	5,000	137,000
Chestnut Street.....	22,000	79,500	3,600	105,100
Cleveland.....	22,000	255,000	15,000	292,000
Dayton.....	3,000	12,500	300	15,800
Elizabeth Avenue.....	23,000	12,800	1,000	36,800
Eliot.....	22,900	100,000	4,000	126,900
Fourteenth Avenue.....	30,000	118,000	4,000	152,000
Franklin.....	35,000	520,000	5,500	560,500
Garfield.....	16,500	155,000	9,500	181,000
Grace M. Duffy (Newton St.).....	40,300	295,000	18,500	353,800
Hamilton (Miller St.).....	27,400	205,000	10,500	242,900
Hawkins Street.....	20,800	53,000	2,800	76,600
Hawthorne.....	22,000	199,000	9,500	230,500
Hawthorne Avenue District.....	11,275	.....	.....	11,275
John Catlin (Ann St.).....	20,100	205,000	11,000	236,100
Joseph E. Haynes (Morton St.).....	50,000	300,000	9,000	359,000
Lafayette.....	25,000	265,000	15,500	305,500
Lawrence Street.....	30,000	52,000	1,800	83,800
Lincoln.....	10,800	75,000	3,000	88,800
Madison.....	18,000	245,000	11,100	274,100
McKinley (Old) (7th Ave.).....	19,300	105,500	5,500	130,300
McKinley (New) (8th Ave.).....	35,000	123,500	6,200	164,700
Milford (18th Ave.).....	26,000	200,000	6,300	232,300
Monmouth Street.....	10,000	60,000	4,000	74,000
Monteith (Hamburg Place).....	24,000	170,000	7,500	201,500
Montgomery.....	27,000	145,000	7,000	179,000
Moses Bigelow (15th Ave.).....	40,550	254,000	15,000	309,550
Parker Street.....	24,000	.....	.....	24,000
Ridge.....	15,000	115,500	5,000	135,500
Robert Treat (13th Ave.).....	48,500	276,000	12,700	337,200
Roseville Avenue.....	13,200	30,500	1,600	45,300
South Street.....	12,000	51,000	3,000	66,000
South Eighth Street.....	24,000	144,000	5,000	173,000
South Market Street.....	20,000	58,000	3,000	81,000
South Tenth Street.....	34,750	45,000	3,600	83,350
Southern Section (Maple Ave.).....	14,500	.....	.....	14,500
Speedway.....	19,800	77,000	3,400	100,200
Summer Avenue.....	10,000	99,500	2,500	112,000
Summer Place.....	7,000	31,500	1,200	39,700
Sussex Avenue.....	24,000	53,000	3,000	80,000
Walnut Street.....	7,500	7,000	1,200	15,700
Warren Street.....	14,000	137,000	5,500	156,500
Washington Street.....	57,000	76,000	4,800	137,800
Waverly Avenue.....	13,500	50,000	2,800	66,300
Webster.....	17,000	148,000	5,500	170,500
West Side.....	23,200	195,000	11,000	229,200
Ungraded No. 1 (West).....	10,000	16,300	1,000	27,300
Ungraded No. 2 (East).....	4,000	17,100	1,000	22,100
Open Air.....	1,000	3,300	600	4,900
Fawcett School of Industrial Arts.....	36,000	19,000	1,000	56,000

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL
FURNITURE—*Continued*

Name of School	Sites	Buildings	Furniture and Equipment	Total
Boys' Vocational (Old).....	2,000	10,000	7,000	19,000
Seymour Vocational (New).....	32,800	1,078,000	80,000	1,190,800
Girls' Vocational.....	40,000	48,000	7,300	95,300
Building Trades.....	15,000	32,500	5,000	52,500
Norfolk Street Playground.....	30,000	.....	.....	30,000
Binet No. 1 (State St.).....	15,000	19,000	1,500	35,500
Binet No. 2 (Coe's Place).....	5,000	20,000	2,000	27,000
Binet No. 3 (Alyea St.).....	7,000	10,000	1,000	18,000
Market St. (Medical Inspection Dept. and Clinic).....	80,000	18,000	2,000	100,000
Physical Training Field.....	55,000	5,000	5,000	65,000
Prince St. Playground.....	12,500	.....	.....	12,500
Vailsburg Playground.....	14,750	.....	.....	14,750
Morton St. Playground.....	13,000	.....	.....	13,000
Marshall Street (Shop).....	9,000	5,000	1,500	15,500
Total.....	\$2,021,525	\$11,335,600	\$672,100	\$14,029,225

TABLE SHOWING ANNUAL COST PER PUPIL FOR SALARIES, SUPPLIES, REPAIRS, ETC.,
BASED ON AVERAGE ENROLLMENT AND ORDINARY EXPENSES AS SHOWN
IN TABLE OF EXPENSES—1921-1922

SCHOOLS	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Reins and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Totals
DAY SCHOOLS																		
<i>Senior High</i>																		
Newark Junior College.....	121	398.24	12.47	5.67	39.02		6.90	.31	.40	.04				3.62			.03	466.70
Barringer.....	1,586	132.35	6.42	.37	6.88	.41	1.86	1.43	.22	2.96	.61			1.66	.01	.34	.01	155.53
Central C. & M. T.....	2,054	143.03	9.83	.74	12.54	.73	2.55	.13	.16	1.83	.58			1.18	.04	.22	.11	174.16
East Side C. & M. T.....	1,176	153.44	12.09	.55	12.01	.55	3.57	.24	.21	3.18	.46			2.11	.04	.33	.33	189.78
South Side.....	1,312	137.79	10.08	.53	6.12	.52	2.59	.12	.15	3.32	.97			2.12	.02	.29	.02	164.63
<i>Junior High</i>																		
Cleveland.....	941	57.27	1.70	.06	4.91	.01	.84	.51	.08	.17	.02		.02		.05		.01	65.63
Madison.....	625	74.12	2.52	.08	6.57		.81	.34	.04		.02					.01	.01	84.51
Robert Treat.....	761	63.78	2.02	.12	6.54	.07	.81	.37	.10						.02		.01	73.94
<i>Elementary</i>																		
Abington Avenue.....	1,528	60.34	2.76	.16	3.43	.14	1.04	.46	.04	1.26		.04			.04	.16		70.08
Alexander Street.....	1,945	58.33	4.13	.14	3.66	.36	3.14	.28	.04	5.47	.87				.06	.17		77.34
Avon Avenue.....	1,527	52.42	3.39	.05	2.92	.21	1.39	.27	.07	1.73	.15		.04		.04	.10	.01	62.90
Belmont Avenue.....	1,666	54.35	3.45	.15	2.94	.26	1.47	.35	.10	1.92					.07	.20	.01	65.76
Bergen Street.....	1,530	56.88	4.05	.08	1.90	.21	1.01	.50	.11	2.25	.40				.04	.12	.09	67.64
Berkeley.....	1,248	48.56	3.55	.10	2.54	.35	2.14	.41	.17	2.88	.81				.06	.09	.05	61.97
Bruce Street.....	319	48.02	2.68	.05	1.45	.27	1.92	.56	.09	9.05	.10				.10	.45		64.73
Burnet.....	1,382	54.46	3.80	.07	2.86	.15	1.75	.57	.16	.93					.05	.13	.01	65.32
Camden Street.....	1,117	49.66	2.66	.07	2.39	.31	1.28	.67	.07	1.97	.30				.08	.14	.05	59.04
Carriette.....	1,474	51.03	2.70	.09	2.41	.25	1.22	.60	.07	1.97	.13				.05	.10	.02	59.68
Central Avenue.....	1,587	60.54	2.94	.10	3.19	.35	1.15	.74	.10	1.44	.92				.09	.14	.06	71.77
Charlton Street.....	1,388	57.20	3.86	.10	3.27	.26	1.63	.15	.05	1.08	.12				.05	.17	.04	66.49
Chestnut Street.....	792	62.53	3.86	.14	2.65	.26	.99	.14	.15	1.71	1.06				.04	.33	.09	74.98
Cleveland.....	1,148	76.56	3.06	.18	5.36	.28	1.28	.78	.11	2.64	.63		.02		.05	.19	.01	92.20
Dayton.....	66	54.19	11.50	.11	2.08	.79	4.18	.38	.23	12.04	1.04				.13	1.79	.05	87.47
Eliot.....	1,064	54.21	3.49	.10	2.42	.19	1.07	.20	.10	1.84	.27				.03	.23	.01	64.15

SCHOOLS	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Totals
Elizabeth Avenue	254	54.14	5.72	.10	.94	.34	1.85	.03	.55	3.69		.10				.20	.56	.01	68.23
Fourth Avenue	1,178	53.57	2.93	.05	2.70	.28	1.34	.17	.05	.90	.41	.25				.04	.15	.01	62.43
Franklin	2,070	58.51	2.83	.10	3.12	.20	1.17	.65	.03	1.41		.17				.04	.14	.01	68.78
Garfield	1,294	56.85	3.15	.08	2.96	.39	1.97	.69	.13	1.88		.21				.06	.11	.01	68.57
Grace M. Duffy	1,747	52.76	3.46	.10	2.94	.25	1.21	.48	.08	1.01		.36				.06	.13	.01	62.67
Hamilton	1,514	58.86	3.22	.08	2.42	.20	1.90	.60	.11	2.35		.08				.09	.19	.01	70.36
Hawkins Street	794	44.56	3.22	.09	1.46	.22	1.15	.09	.07	2.46		.12				.05	.13	.01	53.67
Hawthorne	1,242	56.22	3.53	.06	2.95	.32	2.52	.37	.28	2.15		.12				.04	.14	.01	68.71
John Catlin	2,002	58.68	2.81	.09	2.69	.27	1.78	.50	.19	2.22	.32	.09				.05	.12	.01	69.52
Joseph E. Haynes	1,625	56.29	2.27	.09	2.79	.24	1.77	.10	.30	1.85		.17				.05	.12	.01	70.36
Lawrence Street	2,089	62.10	6.44	.15	3.71	.21	.99	.63	.13	1.11		.38				.03	.49	.02	72.04
Lincoln	175	88.85	6.76	.16	2.80	.159	2.42	1.36	.20	6.74		.17				.08	.34	.01	111.83
Madison	441	64.81	5.91	.08	2.71	.33	2.11	.09	.10	4.27	.21	.22				.08	.34	.01	80.85
McKinley	1,047	77.11	3.99	.09	3.98	.44	.97	.41	.04	2.60		.17				.09	.19	.07	90.46
Milford	2,370	63.82	3.96	.10	3.79	.49	1.50	1.07	.10	1.38		.08				.04	.16	.01	63.87
Monmouth Street	1,340	52.58	3.56	.08	2.59	.31	2.08	.70	.06	1.63		.17				.02	.25	.07	65.99
Monteith	967	56.07	3.31	.09	2.25	.24	1.08	.17	.14	2.12		.16				.08	.19	.01	73.09
Montgomery	1,586	64.17	2.67	.11	3.14	.25	1.30	.40	.10	1.89		.11				.05	.19	.01	75.26
Moses Bigelow	862	62.54	3.64	.07	4.22	.27	1.53	.36	.03	1.72	.30	.04				.04	.11	.01	66.46
Ridge	1,618	55.62	3.57	.12	2.45	.18	1.87	.36	.19	2.29		.11				.04	.21	.02	72.47
Robert Treat	667	59.44	4.43	.09	2.94	.25	1.62	.69	.26	2.29		.02				.06	.11	.01	70.16
Roseville Avenue	1,841	59.10	3.03	.10	3.53	.33	.90	.49	.11	1.98		.35				.06	.11	.02	75.81
South Street	384	64.43	4.00	.09	1.84	.17	1.38	.07	.12	2.70		.11				.05	.14	.04	75.26
South Eighth Street	1,047	47.69	2.48	.05	1.87	.22	1.18	.18	.09	3.02		.24				.05	.20	.04	74.10
South Market Street	1,235	61.66	3.79	.08	2.79	.44	1.80	.19	.17	2.67		.22				.09	.21	.02	66.72
South Tenth Street	685	52.18	4.21	.10	2.78	.45	2.10	.91	.16	3.22		.29				.04	.24	.04	63.75
Speedway	926	54.19	3.21	.10	2.40	.35	1.35	.44	.05	1.11		.22				.11	.41	.03	67.36
Summer Avenue	853	55.58	3.76	.12	1.52	.32	2.21	.32	.12	2.81	.19	.28				.07	.28	.03	70.09
Summer Place	349	54.76	3.09	.08	2.54	.21	1.29	.32	.11	2.15		.31				.05	.41	.03	67.36
Sussex Avenue	957	49.24	2.71	.06	1.92	.35	2.60	.15	.10	1.44		.35				.06	.16	.02	59.15
Walnut Street	288	57.09	5.94	.06	1.69	.21	.94	.04	.10	2.46		.11				.10	.50	.01	69.23

Warren Street.....	904	50.24	3.60	.15	1.23	52	1.04	1.01	.07	3.17	.40	.18				.07	.16	.02	61.86
Washington Street.....	721	61.19	3.79	.22	3.46	38	1.43	.35	.06	2.14		.54				.17	.21	.04	73.85
Waverly Avenue.....	706	51.13	3.43	.05	2.51	47	1.63	.15	.20	2.45		.30				.06	.21	.10	62.69
Webster.....	1,317	57.35	2.96	.10	3.38	26	1.33	.43	.16	1.98		.18				.12	.13	.06	68.54
West Side.....	1,509	66.77	3.33	.05	2.56	10	1.12	.18	.07	1.53	.20	.06				.04	.11	.01	76.12
<i>Special</i>																			
Academy Street Ungraded.....	19	132.53	6.32	.14	11.59			5.98		.07		.13	14.31						156.92
Ungraded No. 1.....	39	171.07	33.08	.49	13.73	174	8.94	.84	.18	23.42	1.47	.13	18.92				3.64		274.57
Ungraded No. 2.....	41	169.44	29.83	.14	13.37	1.86	7.53	.80	.59	8.10	1.40						3.54		255.72
Binet No. 1.....	125	156.93	11.93	.44	9.11	2.51	3.11	.99	.28	10.11		.61	5.21	2.09	.09			.08	204.88
Binet No. 2.....	122	157.18	12.40	.14	6.07	2.58	6.46	.73	.34	18.13		2.54	4.16	2.18			1.22	.19	214.45
Binet No. 3.....	76	152.77	15.98	.24	4.71	1.23	6.14	2.19	.29	7.12	.79		.11	6.03	3.62		2.03	.07	203.32
Moses Bigelow Binet.....	31	156.91	7.86	.01	20.01	2.29	4.54	.88	.08			.05	.07	3.92					196.62
Robert Treat Binet.....	77	155.05	6.24		8.64	.18	2.11	1.22	.26			.19	2.89	.27					177.04
Waverly Avenue Binet.....	30	144.93	5.05	.09	17.93	1.20	4.27	.39	.53			.18	7.62	.21					182.40
West Side Binet.....	24	71.95			7.76	.74	1.56	.25	.10				.89					.10	84.97
School for the Deaf.....	81	353.04		.23	10.44	2.47	6.52	1.91	.30	11.00		.24		7.56			.37	.06	404.37
Robert Treat Blind.....	7	345.85	13.74	.32	2.25	.24	4.64	2.68	.56			.59							370.88
Washington Street Blind.....	14	348.20	16.97	.35	33.25	.06	7.36	1.80	.31			.39		16.75					425.61
Alexander Street Open Air.....	24	87.79			1.51	1.12	.57	.43	.07					2.51			.16		98.27
Berkeley Open Air.....	28	75.39				.78	3.18	.61	.26					1.93					105.60
Camden Street Open Air.....	29	73.51	3.62		.33	.21	1.90	.10	.10	13.00		.25	25.08	.37					89.94
Cartwright Open Air.....	29	61.41	3.71		.93	.21	1.67	.83	.06			.03	21.10						231.26
Elizabeth Ave. Open Air.....	48	91.52	42.08	.16	1.20	5.56	3.49	2.07	.30	11.22		.45	54.78	13.61			2.55		109.19
Franklin Open Air.....	29				.40	.93	1.46	.83	.04				17.68						21.34
Garfield Open Air.....	27	85.19	4.55			.55	2.78	.97	.19				20.10						114.36
John Catlin Open Air.....	28	80.23	3.73		.51	.39	2.28	.64	.25			.16	24.91						113.11
Joseph E. Haynes Open Air.....	28	80.69	8.19		.81	.51	2.51	.14	.42			.16	17.54						110.97
Lafayette Open Air.....	29					.16	1.17	.74	.16			6.23	23.50						102.46
Lawrence St. Open Air.....	25	90.19	8.21		1.09	.42	4.23	2.39	.36			.49	23.54	1.58					132.50
McKinley Open Air.....	30	73.62	2.28		.07	.77	1.65	.18	.11				28.24						107.91
Milford Open Air.....	28	81.34	1.93		1.41	1.44	2.92	.98	.09				19.06						109.18
Montgomery Open Air.....	26	91.12	4.62			.80	2.11	.77	.26				15.04						115.66
Moses Bigelow Open Air.....	29	78.10	4.20		.90	.07	2.43	.47	.04			.93	18.78						105.43
South Market St. Open Air.....	29	78.83	5.75			.12	2.92	1.27	.22			.44	22.55						111.66
Alexander St. Crippled.....	21	111.26		.07	8.65	7.05	1.30	.98	.16				4.56	.02			.36		134.41
Belmont Ave. Crippled.....	43	172.12		.03	14.59	1.98	3.70	.91	.27				8.51	136.73			.09		339.51
Franklin Crippled.....	43	41.91			.50		.94	.53	.02		.12							.35	43.71
<i>Vocational</i>																			
Boys'.....	228	128.05	7.15	.29	19.17	.41	3.42	3.73	.73	.99	.04	.39					.18	.01	164.56
Girls'.....	214	148.21	5.94	1.19		.71	2.22	1.57	.07	2.94		1.34					.47	.02	165.25
Building Trades.....	19	62.63		1.19	83.83	1.23			.79	1.81	2.63						.62		154.74

[illegible]

SCHOOLS	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Totals
Monteith.....	193	17.09	.80	.07	.92	.42	1.71	.53	.13										21.67
Robert Treat.....	243	14.03	.64	.02	1.99		1.58	.91	.18										19.34
South Tenth Street.....	266	17.93	.73	.08	1.21		.75	.25	.03										20.97
Madison Gymnasium.....	65	16.45	2.19	.01			3.76	1.59	.17										24.16
Vocational																			
Boys'.....	196	34.68	.91	.80	5.30	.23	.79	.87	.17						.01		.16	.02	43.76
Fawcett.....	993	34.41	1.41	.13	.98	.33	.56	1.13	.03	1.00	.07	.01							40.25
Special																			
School for the Deaf.....	32	34.88		.19			2.64	.77	1.12										38.60
Special Activities																			
Playgrounds.....	10,720	1.38	.14	.01	.06	.01			.03	.02		.04							1.66
Americanization Classes.....	44	36.18			1.00														37.18
DAY SCHOOLS																			
High.....	6,249	146.12	9.49	.66	10.17	.56	2.66	.48	.18	2.65	.28	.65			1.72	.03	.28	.11	176.04
Junior High.....	2,327	63.92	2.03	.08	5.89	.03	.82	.45	.07	.07		.01			.01	.03	.03	.01	73.42
Elementary.....	59,771	57.61	3.44	.10	2.87	.29	1.48	.45	.11	1.96	.09	.26			.01	.06	.17	.03	68.92
Special.....	1,988	86.46	6.68	.08	4.01	.98	2.40	.71	.15	2.94	.11	.37	7.62	4.29	.01	.11	.45	.17	117.37
Vocational.....	461	134.71	6.29	.75	5.88	.58	2.73	2.57	.43	1.93	.13	.81			.02	.02	.34	.01	164.47
Continuation.....	266	109.01	10.00	1.25	4.45	.32	3.38	2.16	.19	.38		.09			.15	.15	1.17	.06	132.59
All Year.....	12,174	13.94	.12	.01	.02				.03										14.17
SUMMER SCHOOLS																			
Senior High.....	1,300	7.97		.05	.17	.02			.02	.01									8.24
Junior High.....	270	5.95			.09				.04										6.08
Elementary.....	12,978	4.37	.21	.02	.57	.01			.03	.01		.01				.01			5.21
EVENING																			
High.....	3,129	26.70	.68	.07	3.45	.06	1.44	.38	.12										32.90
Elementary.....	3,466	14.32	.60	.06	1.16	.14	1.10	.51	.10										17.99
Vocational.....	1,189	34.46	1.33	.24	1.69	.31	.60	1.09	.05	.84	.06	.01			.01		.13	.01	40.83
Special.....	32	34.88		.19			2.64	.77	1.12										39.60
SPECIAL ACTIVITIES	10,764	1.52	.14	.01	.06	.01			.03	.02		.04							1.83

EXPENSES FOR EDUCATION

SCHOOL	Average Enrollment	Text Books and Apparatus		Stationery		Cost
		Cost	Rate	Cost	Rate	
DAY SCHOOLS						
Senior High						
Newark Junior College	121	\$2,592.28	\$21.42	\$42.36	\$.35	\$21.42
Barringer	1,586	4,761.80	3.00	1,114.61	.70	1,951.40
Central C. & M. T.	2,054	11,683.55	5.69	676.94	.33	2,298.43
East Side C. & M. T.	1,176	5,711.61	4.86	636.43	.54	1,231.40
South Side	1,312	4,908.20	3.74	193.37	.15	40.00
Junior High						
Cleveland	941	3,222.44	3.42	63.95	.07	28.00
Madison	625	2,752.42	4.40	87.39	.14	55.00
Robert Treat	761	3,120.89	4.10	329.63	.43	77.00
Elementary						
Abington Ave.	1,528	1,663.35	1.09	568.95	.37	63.00
Alexander St.	945	1,295.38	1.37	393.47	.42	44.00
Avon Ave.	1,527	1,531.67	1.00	395.12	.26	80.00
Belmont Ave.	1,666	1,280.94	.77	554.55	.33	84.00
Bergen St.	1,530	563.39	.37	376.33	.25	51.00
Berkeley St.	1,248	894.44	.72	141.16	.11	31.00
Bruce St.	319	69.99	.22	29.64	.09	6.00
Burnet	1,382	1,460.93	1.06	307.53	.22	49.00
Camden St.	1,117	957.37	.86	200.32	.18	29.00
Carteret	1,474	1,078.62	.73	275.02	.19	54.00
Central Ave.	1,587	1,882.43	1.19	420.12	.26	76.00
Charlton St.	1,388	1,181.62	.85	265.14	.19	67.00
Chestnut St.	792	703.63	.89	173.75	.22	31.00
Cleveland	1,148	2,322.84	2.02	433.52	.38	1,010.00
Dayton	66	35.19	.53	10.90	.17	2.00
Eliot	1,064	488.16	.46	239.24	.22	39.00
Elizabeth Avenue	254	61.91	.24	3.00	.01	1.00
Fourteenth Ave.	1,178	1,115.64	.95	249.29	.21	36.00
Franklin	2,070	1,936.14	.94	494.33	.24	67.00
Garfield	1,294	1,401.36	1.08	201.87	.16	49.00
Grace M. Duffy	1,747	1,663.97	.95	531.12	.30	86.00
Hamilton	1,514	1,181.85	.78	325.10	.21	69.00
Hawkins St.	794	262.58	.33	131.48	.17	22.00
Hawthorne	1,242	1,105.19	.89	271.94	.22	48.00
John Catlin	2,002	1,836.77	.92	439.11	.22	88.00
Joseph E. Haynes	1,625	1,293.81	.80	345.61	.21	65.00
Lafayette	2,089	2,684.45	1.29	555.81	.27	81.00
Lawrence St.	175	106.12	.61	39.40	.23	5.00
Lincoln	441	479.39	1.09	50.57	.11	19.00
Madison	1,047	1,645.71	1.57	218.07	.21	55.00
McKinley	2,370	3,132.41	1.32	652.18	.28	1,150.00
Millford	1,340	994.02	.74	250.62	.19	46.00
Monmouth St.	967	661.57	.68	228.18	.24	45.00
Monteith	1,586	1,764.06	1.11	419.92	.26	59.00
Montgomery	862	1,255.12	1.46	176.99	.21	31.00
Moses Bigelow	1,618	1,199.06	.74	340.66	.21	49.00
Ridge	667	373.77	.56	99.42	.15	32.00
Robert Treat	1,841	3,144.11	1.71	360.78	.20	52.00
Roseville Ave.	384	260.17	.68	29.23	.08	7.00
South St.	1,047	694.12	.66	192.85	.18	31.00
South Eighth St.	1,235	1,153.36	.93	238.24	.19	44.00
South Market St.	685	467.24	.68	75.50	.11	24.00
South Tenth St.	926	381.06	.41	246.73	.27	36.00
Speedway	386	80.24	.21	37.29	.10	7.00
Summer Ave.	853	794.94	.93	139.06	.16	32.00
Summer Place	349	187.12	.54	60.60	.17	10.00
Sussex Ave.	957	1,099.82	1.15	321.34	.34	49.00
Walnut St.	288	56.68	.20	44.64	.16	6.00
Warren St.	904	242.46	.27	148.81	.16	34.00
Washington St.	721	534.78	.74	103.07	.14	17.00
Waverly Ave.	706	680.98	.96	167.84	.24	32.00
Webster	1,317	1,137.19	.86	395.32	.30	62.00
West Side	1,509	1,761.38	1.17	282.27	.19	55.00
Includes Speech Correction.						
Special						
Academy St. Ungraded	19	31.25	1.64	3.19	.17	1.00
Ungraded No. 1	39	76.07	1.95	18.79	.48	1.00
Ungraded No. 2	41	25.92	.63	17.84	.44	1.00
Binet No. 1	125	84.56	.68	12.51	.10	6.00
Binet No. 2	122	103.14	.85	15.70	.13	1.00
Binet No. 3	76	3.00	.04	7.11	.09	1.00
Moses Bigelow Binet	31	20.42	.66	1.18	.04	1.00
Robert Treat Binet	77	13.26	.17	4.17	.05	2.00
Waverly Ave. Binet	30	6.66	.22	2.37	.08	1.00
West Side Binet	24	8.33	.35	4.76	.20	1.00
School for the Deaf	81	115.05	1.42	40.46	.50	9.00
Robert Treat Blind	7	.20	.03	1.62	.23	1.00
Washington St. Blind	14	237.50	16.96	.63	.05	1.00
Alexander St. Open Air	24	36.32	1.51			1.00
Berkeley Open Air	28					1.00
Camden St. Open Air	29			1.07	.04	1.00
Carteret Open Air	29	11.88	.41	2.50	.09	1.00
Elizabeth Ave. Open Air	48	23.00	.48	5.28	.11	1.00
Franklin Open Air	29	11.60	.40			1.00
Garfield Open Air	27					1.00
John Catlin Open Air	28	6.20	.22	4.75	.17	1.00
Joseph B. Haynes Open Air	28	22.68	.81			1.00
Lafayette Open Air	29					1.00
Lawrence St. Open Air	25	12.50	.50	8.23	.33	1.00
McKinley Open Air	30					1.00
Millford Open Air	28	7.08	.25	3.86	.14	2.00
Montgomery Open Air	26					1.00
Moses Bigelow Open Air	29			8.99	.31	1.00
South Market St. Open Air	29					1.00
Alexander St. Crippled	21	119.23	5.68	17.84	.85	1.00
Belmont Ave. Crippled	43	196.49	4.57	25.54	.59	4.00
Franklin Crippled	45			.90	.02	1.00
Vocational						
Boys'	228	450.77	1.98	50.10	.22	18.00
Girls'	214	111.74	.52	75.97	.36	8.00
Building Trades	19	666.58	35.08	6.27	.33	4.00
Continuation						
Boys'	118	189.68	1.61	80.88	.69	54.00
Girls'	136	269.66	1.98	31.66	.23	94.00
Part Time Class	12					1.00
All Year Schools						
Central C. & M. T. High	1,389					1.00
Cleveland Jr. High	590					1.00
Abington Ave.	1,029					1.00
Belmont Ave.	1,163					1.00
Cleveland	763					1.00
Grace M. Duffy	1,297					1.00
Lafayette	2,012			9.98	.01	1.00
McKinley	1,838					1.00
Monteith	858					1.00
Webster	893			46.62	.05	78.00
Elizabeth Ave. Open Air	46					1.00
Belmont Ave. Crippled	41					1.00
Franklin Crippled	44					1.00
Boys' Vocational	211					1.00
SUMMER SCHOOLS						
Senior High						
Barringer	1,300			41.01	.03	160.00
Junior High						
Madison	150			17.21	.11	7.00
Robert Treat	120					1.00
Elementary						
Alexander St.	340			9.40	.03	49.00
Avon Ave.	624			38.47	.06	44.00
Bergen St.	507			18.48	.04	7.00
Burnet	425			54.00	.13	62.00
Camden St.	690			68.04	.10	100.00
Carteret	543			33.05	.06	46.00
Central Ave.	607			58.00	.10	57.00
Charlton St.	374			25.09	.07	34.00
Eliot	365			6.94	.02	31.00
Fourteenth Ave.	676			69.80	.10	130.00
Franklin	907			32.71	.04	73.00
Hamilton	359			45.75	.13	91.00
Hawkins St.	178			9.25	.05	11.00
Hawthorne	415			44.40	.11	54.00
John Catlin	696			55.11	.08	119.00
Joseph E. Haynes	518			66.10	.13	42.00
Madison	305			37.50	.12	65.00
Millford	467			41.88	.09	47.00
Monmouth St.	456			43.83	.10	59.00
Moses Bigelow	436			40.02	.09	62.00
Robert Treat	505			42.02	.08	64.00
South St.	88			6.19	.07	17.00
South Eighth St.	456			28.50	.06	33.00
South Market St.	192			13.80	.07	71.00
South Tenth St.	349			25.48	.07	74.00
Sussex Ave.	385			44.71	.12	43.00
Warren St.	551			40.30	.07	22.00
Washington St.	238			26.63	.11	36.00
West Side	326					1.00
EVENING SCHOOLS						
Senior High						
Barringer High Gymnasium	77					1.0

Sixty-fifth and Sixty-sixth Annual Reports
of the
Superintendent of Schools

*To the Honorable, the Board of Education of the City
of Newark, N. J.*

MEMBERS OF THE BOARD:—The combined sixty-fifth and sixty-sixth annual reports of the public schools of the City of Newark are herewith submitted, the statistical tables being for the years ending June 30, 1921 and June 30, 1922. The delay in presenting these reports is regrettable. It has been due to tremendous pressure of work, making the preparation of the reports impossible. It is desirable that the information in reference to the schools and the general review of their condition be available soon after the close of each year.

ECONOMY IN THE SCHOOL SYSTEM

At this particular time in the history of the schools a brief survey of the income and expenditures for the past few years is of interest. The estimated budget for current expenses for the year 1922-1923 amounted to \$8,134,909.

It was estimated that \$1,780,000 would be received from the State, leaving \$6,354,909 to be raised by taxation. The Board of School Estimate granted only \$5,300,000. This amount with the the sum actually received from the State, \$2,044,832.06, makes in all \$7,344,832.06 for the maintenance of the schools for the fiscal year beginning July 1, 1922. This is \$790,076.94 less than the estimated need. Such a great difference means that the advance educational program must be temporarily abandoned, for the mandatory increase in teachers' salaries alone is \$445,303.

BOARD OF EDUCATION

SUMMARY OF RECEIPTS FOR CURRENT EXPENSES

<i>State</i>	1918	1919	1920	1921	1922
Appropriations	\$1,151,717.38	\$1,191,428.71	\$1,227,146.73	\$1,198,453.11	\$1,318,880.50
Railroad Tax	480,068.28	492,807.45	399,289.50	509,244.55	410,612.54
Vocational Schools	36,967.76	4,211.97	70,484.20	53,705.83	55,126.03
Manual Training	4,087.50	5,107.43	5,363.44	4,369.12	5,551.31
	<u>\$1,672,840.92</u>	<u>\$1,693,555.56</u>	<u>\$1,702,283.87</u>	<u>\$1,765,722.61</u>	<u>\$1,790,170.38</u>
<i>Municipal</i>					
Balance from previous year.....	\$1,310,208.59	\$ 990,825.83	\$1,098,599.52	\$1,186,068.13	\$ 320,088.27
Tax Ordinance	2,053,211.90	2,500,000.00	2,758,000.00	4,100,000.00	5,100,000.00
Interest	26,892.11	22,648.47	28,985.83	21,627.02	7,140.44
Cash deposited with Custodian	15,892.63	23,339.18	564,165.93	58,998.19	114,446.37
Soldiers' Training School.....	.....	36,235.96	.....	.....	.....
Interest on Bequest.....	240.00	240.00	240.00	240.00	240.00
Truancy Fines	15.00	75.00	60.00	37.00	149.00
Transferred from Construction .....	.....	.....	.....	.....	.....
Accounts to Current Expense .....	.....	.....	.....	.....	.....
Account .....	.....	.....	.....	.....	.....
	<u>\$3,406,459.33</u>	<u>\$3,573,364.44</u>	<u>\$4,450,051.28</u>	<u>\$5,366,970.34</u>	<u>\$5,646,026.43</u>
Grand Totals.....	\$5,079,300.25	\$5,266,920.00	\$6,152,335.15	\$7,132,742.95	\$7,436,196.81

It is worthy of note that

(a) The income from the State has not increased greatly during these five years of unprecedented high prices. The net increase in this period has been only \$117,329.46. This fact is of importance in view of the efforts made recently to change the method of distributing the State funds to aid the rural and suburban districts. Had such a change been made there would have been a decided loss of income to the urban communities.

(b) The increase in the amount raised for schools by Tax Ordinance was necessary because the expenditures increased, due to the prevailing high prices of all materials and service and to the growth of the school system.

BOARD OF EDUCATION

SUMMARY OF EXPENDITURES

	1918	1919	1920	1921	1922
Administration	\$ 146,693.67	\$ 165,692.87	\$ 189,549.03	\$ 220,378.31	\$ 271,798.71
Instruction	2,870,497.00	3,182,372.69	\$3,904,128.45	4,875,474.51	5,698,084.38
Operation	326,158.52	383,482.03	422,869.67	470,007.22	508,417.01
Maintenance	122,788.06	156,718.96	119,991.23	135,961.89	254,803.76
Auxiliary Agencies	75,395.13	75,249.58	88,961.34	105,351.19	131,575.69
Miscellaneous	1,310.63	333.39	950.66	1,245.32	990.46
Capital Outlay	115,077.68	123,546.47	91,063.90	136,867.07	263,893.99
Soldiers' Training School.....	.....	28,037.54	.....	.....	.....
Grand Totals.....	\$3,657,920.69	\$4,115,433.53	\$4,817,514.28	\$5,945,285.51	\$7,129,564.00

The summary shows clearly a well-known fact, namely, that the cost of administration, instruction and operation has steadily increased during the years for which the comparison is made. The cost of maintenance has fluctuated but, in the main, has increased. The variation is due chiefly to the differing amounts of repair work done and replacements made in the several years. The increase in capital outlay is due to the increasing cost of alterations and improvements on old buildings. Funds for the purchase of land and the erection of new buildings are obtained by the sale of bonds, and are in no way part of the current expense account.

The estimates for the additional needs of the school system in the way of instruction have in all cases been made with the thought of the mounting cost in mind. These estimates were close and were justified by the increasing requirements. The general increase of salaries has added greatly to the cost. This applies not only to the increase in teachers' salaries but to increase in all departments. The growth of the schools and the greater cost of text-books and supplies of every description are also important factors.

A conference was held about two years ago with a representative committee of principals, and later, on two occasions, with all the principals of the city, in which the conditions in regard to text-books were explained and official statistics bearing upon the matter were quoted. The principals responded splendidly to the appeals made for greater care in expenditures. That they are now trying to reduce the cost of providing text-books, is apparent from the steadily decreasing number of books in the schools. The following excerpts from a report upon the subject by Elmer K. Sexton, Assistant Superintendent, who has been giving special attention to the visiting of principals orders, show what has been accomplished :

If we now had in the schools the same number of books per pupil which occurred in 1918 (11.9), we would have 94,373 books more than we actually have at the present time. It will be noted that the reduction in the number of books per pupil makes quite a difference in the number of books in the schools, and the cost of the same.

The viséing of the orders of the principals has been productive of great economy, and it is sincerely hoped that it has not injured the schools. In 1921-22, the prices of text-books were 55% higher than in 1914. The amount expended for text-books in 1914 was \$56,445.96 (including text-books, maps, and laboratory supplies). The average enrollment has increased since that time 14.8%. The cost of text-books for the present enrollment at a 55% increase in price over that of 1914 would have been \$129,487.03. We actually expended during the year 1921-1922, \$96,181.25 (text-books, maps, etc.), a saving of \$33,305.78. The cost of books ordered but denied represented a saving of \$14,988.19. The difference between the saving of \$33,305.78 by one method of computing and \$14,988.19 by another method is due to the fact that principals are now ordering much more carefully. We are really saving the first named amount.

The per capita cost in Newark schools is not excessive as shown by a comparison with six other cities of her class made as of June 30, 1921, the last date on which figures are available: St. Louis, \$88.46; Newark, \$98.63; Kansas City, \$99.00; Washington, D. C., \$100.92; Los Angeles, \$117.70; Buffalo, \$127.62. Effort has been constantly and continuously made to administer the schools economically without lowering the standards for which they are notable. Progress and efficiency must not be sacrificed. The people, it is safe to assume, would not be willing to have the schools hampered or injured by a stringent policy of retrenchment or curtailment.

ENROLLMENT AND COMMENT

ENROLLMENT IN THE SEVERAL SCHOOLS AT THE CLOSE OF THE
YEAR JUNE, 30, 1921, COMPARED WITH SIMILAR ENROLL-
MENT FOR THE PRECEDING YEAR AND INCLUDING
PART-TIME CLASSES

SCHOOL	1920	1921	Increase	Decrease	Part-time Classes	
					Num- ber	Enroll- ment
Junior College.....	101	105	4	-----	-----	-----
Barringer High.....	1,363	1,529	166	-----	-----	-----
Central C. & M. T.....	1,381	1,689	308	-----	-----	-----
East Side C. & M. T.....	717	921	204	-----	-----	-----
South Side High.....	1,067	1,240	173	-----	-----	-----
Cleveland Junior High.....	632	763	131	-----	-----	-----
Madison Junior High.....	389	458	69	-----	-----	-----
Robert Treat Junior High.....	494	536	42	-----	-----	-----
Abington Avenue.....	1,458	1,504	46	-----	-----	-----
Alexander Street.....	749	729	-----	20	2	70
Avon Avenue.....	1,429	1,507	86	-----	-----	-----
Belmont Avenue.....	1,586	1,646	60	-----	-----	-----
Bergen Street.....	1,508	1,544	36	-----	-----	-----
Berkeley.....	974	1,025	51	-----	8	328
Bruce Street.....	223	234	11	-----	-----	-----
Burnet.....	1,211	1,295	84	-----	2	82
Camden Street.....	1,119	1,177	58	-----	2	83
Carteret.....	1,288	1,374	86	-----	8	319
Central Avenue.....	1,506	1,540	34	-----	-----	-----
Charlton Street.....	1,328	1,368	40	-----	-----	-----
Chestnut Street.....	805	854	49	-----	2	78
Cleveland Elementary.....	1,251	1,245	-----	6	-----	-----
Dayton.....	58	70	12	-----	-----	-----
Eliot.....	1,043	1,032	-----	11	2	89
Elizabeth Avenue.....	262	268	6	-----	-----	-----
Fourteenth Avenue.....	1,172	1,232	60	-----	4	165
Franklin.....	1,850	1,981	131	-----	20	815
Garfield.....	1,153	1,211	58	-----	-----	-----
Hamilton.....	1,346	1,447	101	-----	4	145
Hawkins Street.....	676	736	60	-----	-----	-----
Hawthorne.....	1,081	1,147	66	-----	-----	-----
John Catlin.....	1,827	1,865	38	-----	-----	-----
Joseph E. Haynes.....	1,574	1,541	-----	33	-----	-----
Lafayette.....	2,055	2,120	65	-----	-----	-----
Lawrence Street.....	218	201	-----	17	-----	-----
Lincoln.....	523	518	-----	5	-----	-----
McKinley.....	2,422	2,451	29	-----	-----	-----
Madison Elementary.....	1,059	1,031	-----	28	-----	-----
Milford.....	1,201	1,241	40	-----	-----	-----
Monmouth Street.....	996	976	-----	20	-----	-----
Monteith.....	1,506	1,545	39	-----	-----	-----
Montgomery.....	790	904	114	-----	-----	-----
Moses Bigelow.....	1,642	1,707	65	-----	-----	-----
Newton (Grace M. Duffy).....	1,706	1,783	77	-----	-----	-----
Ridge.....	563	606	43	-----	-----	-----
Robert Treat Elementary.....	1,730	1,802	72	-----	-----	-----
Roseville Avenue.....	381	390	9	-----	-----	-----
South Street.....	994	1,049	55	-----	4	181
South Eighth Street.....	1,193	1,240	47	-----	-----	-----
South Market Street.....	605	608	3	-----	-----	-----
South Tenth Street.....	854	909	55	-----	-----	-----
Speedway Avenue.....	312	342	30	-----	-----	-----
Summer Avenue.....	742	833	91	-----	19	833
Summer Place.....	339	336	-----	3	-----	-----
Sussex Avenue.....	872	929	57	-----	-----	-----
Walnut Street.....	288	261	-----	27	-----	-----
Warren Street.....	873	877	4	-----	-----	-----
Washington Street.....	710	706	-----	4	-----	-----
Waverly Avenue.....	575	626	51	-----	-----	-----
Webster.....	1,193	1,257	64	-----	2	86
West Side.....	1,319	1,338	19	-----	-----	-----

SCHOOL	1920	1921	Increase	Decrease	Part-time Classes	
					Number	Enrollment
Boys' Vocational.....	195	221	26	-----	-----	-----
Girls' Vocational.....	112	185	73	-----	-----	-----
Boys' Continuation.....	-----	1,350	1,350	-----	-----	-----
Girls' Continuation.....	-----	1,333	1,333	-----	-----	-----
Continuation (Part Time).....	12	-----	-----	12	-----	-----
Ungraded No. 1.....	45	38	-----	7	-----	-----
Ungraded No. 2.....	44	41	-----	3	-----	-----
Academy Street Ungraded.....	19	21	2	-----	-----	-----
Binet No. 1.....	141	130	-----	11	-----	-----
Binet No. 2.....	125	122	-----	3	-----	-----
Binet No. 3.....	79	84	5	-----	-----	-----
Binet Classes, Moses Bigelow.....	34	32	-----	2	-----	-----
Binet Classes, Robert Treat.....	63	83	20	-----	-----	-----
Binet Classes, Waverly Avenue.....	31	30	-----	1	-----	-----
Deaf.....	81	79	-----	2	-----	-----
Blind, Robert Treat.....	6	6	-----	-----	-----	-----
Blind, Washington Street.....	13	13	-----	-----	-----	-----
Open Air, Elizabeth Ave.....	47	48	1	-----	-----	-----
Open Window, Camden St.....	29	27	-----	2	-----	-----
Open Window, Carteret.....	30	28	-----	2	-----	-----
Open Window, Garfield.....	13	30	17	-----	-----	-----
Open Window, John Catlin.....	27	29	2	-----	-----	-----
Open Window, Joseph E. Haynes.....	29	29	-----	-----	-----	-----
Open Window, Lafayette.....	29	30	1	-----	-----	-----
Open Window, Lawrence Street.....	29	28	-----	1	-----	-----
Open Window, McKinley.....	27	30	3	-----	-----	-----
Open Window, Milford.....	30	30	-----	-----	-----	-----
Open Window, Montgomery.....	29	29	-----	-----	-----	-----
Open Window, Moses Bigelow.....	26	29	3	-----	-----	-----
Open Window, So. Market Street.....	30	30	-----	-----	-----	-----
Crippled, Belmont Avenue.....	-----	43	43	-----	-----	-----
Crippled, Franklin.....	26	36	10	-----	-----	-----
Totals.....	63,675	69,643	6,188	220	79	3,274
Net increase in total school enrollment.....	-----	-----	5,968	-----	-----	-----
Increase in number of part-time classes.....	-----	-----	-----	-----	36	-----
Increase in enrollment of part-time classes.....	-----	-----	-----	-----	-----	2,001

ENROLLMENT IN THE SEVERAL SCHOOLS AT THE CLOSE OF THE
YEAR, JUNE 30, 1922, COMPARED WITH SIMILAR ENROLL-
MENT FOR THE PRECEDING YEAR AND INCLUDING
PART-TIME CLASSES

SCHOOL	1921	1922	Increase	Decrease	Part-time Classes	
					Num- ber	Enroll- ment
Junior College.....	105	121	16			
Barringer High.....	1,529	1,520		9		
Central C. & M. T. High.....	1,689	1,795	106			
East Side C. & M. T. High.....	921	1,145	224			
South Side High.....	1,240	1,333	93			
Cleveland Junior High.....	763	945	182			
Madison Junior High.....	458	646	188			
Robert Treat Junior High.....	536	867	331			
Abington Avenue.....	1,504	1,630	126		4	167
Alexander Street.....	729	960	231			
Avon Avenue.....	1,507	1,488		19		
Belmont Avenue.....	1,646	1,616		30		
Bergen Street.....	1,544	1,470		74		
Berkeley.....	1,025	1,260	235			
Bruce Street.....	234	386	152			
Burnet.....	1,295	1,311	16		2	75
Camden Street.....	1,177	1,141		36		
Carteret.....	1,374	1,485	111		12	487
Central Avenue.....	1,540	1,544	4			
Charlton Street.....	1,368	1,359		9		
Chestnut Street.....	854	788		66	2	74
Cleveland Elementary.....	1,245	1,102		143		
Dayton.....	70	57		13		
Eliot.....	1,032	1,040	8		12	501
Elizabeth Avenue.....	268	246		22		
Fourteenth Avenue.....	1,232	1,187		45		
Franklin.....	1,981	2,044	63			
Garfield.....	1,211	1,271	60			
Grace M. Duffy (Newton).....	1,783	1,739		44		
Hamilton.....	1,447	1,439		8		
Hawkins Street.....	736	789	53			
Hawthorne.....	1,147	1,211	64			
John Catlin.....	1,865	1,987	122			
Joseph E. Haynes.....	1,541	1,554	13			
Lafayette.....	2,120	2,134	14			
Lawrence Street.....	201	148		53		
Lincoln.....	518	433		85		
McKinley.....	2,451	2,493	42			
Madison Elementary.....	1,031	1,061	30			
Milford.....	1,241	1,346	105		10	427
Monmouth Street.....	976	952		24		
Monteith.....	1,545	1,624	79			
Montgomery.....	904	867		37		
Moses Bigelow.....	1,707	1,623		84		
Ridge.....	606	590		16		
Robert Treat Elementary.....	1,802	1,633		169		
Roseville Avenue.....	390	384		6		
South Street.....	1,049	1,038		11	6	235
South Eighth Street.....	1,240	1,191		49		
South Market Street.....	608	686	78		4	175
South Tenth Street.....	909	912	3			
Speedway Avenue.....	342	368	26			
Summer Avenue.....	833	823		10		
Summer Place.....	336	345	9			
Sussex Avenue.....	929	937	8			
Walnut Street.....	261	278	17			
Warren Street.....	877	902	25			
Washington Street.....	706	661		45		
Waverly Avenue.....	626	702	76			
Webster.....	1,257	1,371	114		4	160
West Side.....	1,338	1,438	100			
Building Trades.....		24	24			
Boys' Vocational.....	221	220		1		
Girls' Vocational.....	185	200	15			
Boys' Continuation.....	1,350	1,115		235		
Girls' Continuation.....	1,333	1,164		169		
Continuation (Part Time).....		10	10			
Ungraded No. 1.....	38	42	4			
Ungraded No. 2.....	41	39		2		
Academy Street Ungraded.....	21	20		1		
Binet No. 1.....	130	127		3		
Binet No. 2.....	122	122				
Binet No. 3.....	84	75		9		

SCHOOL	1921	1922	Increase	Decrease	Part-time Classes	
					Num-ber	Enroll-ment
Binet Classes, Moses Bigelow.....	32	28	-----	4	-----	-----
Binet Classes, Robert Treat.....	83	79	-----	4	-----	-----
Binet Classes, Waverly Avenue.....	30	25	-----	5	-----	-----
Binet Classes, West Side.....	-----	29	29	-----	-----	-----
Deaf.....	79	79	-----	-----	-----	-----
Blind, Robert Treat.....	6	7	1	-----	-----	-----
Blind, Washington Street.....	13	15	2	-----	-----	-----
Open Air, Elizabeth Ave.....	48	49	1	-----	-----	-----
Open Window, Alexander Street.....	-----	26	26	-----	-----	-----
Open Window, Berkeley.....	-----	30	30	-----	-----	-----
Open Window, Camden St.....	27	29	2	-----	-----	-----
Open Window, Carteret.....	28	30	2	-----	-----	-----
Open Window, Franklin.....	-----	29	29	-----	-----	-----
Open Window, Garfield.....	30	28	-----	2	-----	-----
Open Window, John Catlin.....	29	27	-----	2	-----	-----
Open Window, Joseph E. Haynes.....	29	24	-----	5	-----	-----
Open Window, Lafayette.....	30	30	-----	-----	-----	-----
Open Window, Lawrence Street.....	28	30	2	-----	-----	-----
Open Window, McKinley.....	30	30	-----	-----	-----	-----
Open Window, Milford.....	30	30	-----	-----	-----	-----
Open Window, Montgomery.....	29	21	-----	8	-----	-----
Open Window, Moses Bigelow.....	29	30	1	-----	-----	-----
Open Window, South Market Street.....	30	29	-----	1	-----	-----
Crippled, Alexander Street.....	-----	23	23	-----	-----	-----
Crippled, Belmont Avenue.....	43	45	2	-----	-----	-----
Crippled, Franklin.....	36	50	14	-----	-----	-----
Totals.....	69,643	71,426	3,341	1,558	56	2,301
Net increase in total school enrollment.....	-----	-----	1,783	-----	-----	-----
Decrease in number of part-time classes.....	-----	-----	-----	-----	23	-----
Decrease in enrollment in part-time classes.....	-----	-----	-----	-----	-----	973

COMMENT ON CHANGES IN ENROLLMENT

To make clear the significance of the changes in the enrollment and to show their influence on the building program, the city is divided into four districts as shown on the accompanying map: the northern, Section I, the territory north of a line through Central Avenue, Park Place, and Centre Street; the central-western, Section II, the territory west of the Pennsylvania Railroad, lying between Central Avenue, Park Place, and Centre Street on the north, and Thomas Street and Clinton Avenue on the south, together with Vailsburgh; the southern, Section III, the territory west of the Pennsylvania Railroad and south of Clinton Avenue and Thomas Street; the eastern, Section IV, the territory east of the Pennsylvania Railroad. (For map see insert between pages 48-49).

Section I

Eliot School (1) has twelve part-time classes, due to building operations now nearly completed. The increase in the two years reported has not been large, although the school has added several classes in the last five years.

Ridge School (2) is growing. The loss this year is due chiefly to the denial of permits to pupils living out of the district.

Summer Place School (3) remains stationary. The school is full and any surplus of pupils is provided for by transfer to either Summer Avenue or Eliot schools.

Summer Avenue School (4) gained 91 pupils in 1921 but lost 10 in 1922. The population in the district, however, is increasing. Part of the increase in 1921 was due to the admission of pupils from the Foster Home.

Franklin School (5) had twenty classes on part time in 1921 due chiefly but not entirely to building operations. As soon as these were completed it was made an alternating school. It has continued to grow, as shown by the increase of 63 in 1922.

Abington Avenue (6) is an all-year alternating school. Notwithstanding this organization there were, the last year, four part-time classes and an increase of 167 pupils.

Garfield School (8) gained notably during the two years—101 and 60 pupils, respectively.

Webster (10), with four part-time classes and six alternating classes, and McKinley (11) are all-year schools, each finding difficulty in providing for the large increase in succeeding years.

Burnet School (12) is affected by the congestion of population north of it. Some of the increase is due to the transfer of upper grade pupils from Lawrence Street School.

Central Avenue (13) is an alternating school—still growing, as shown. Relief to this school must come by sending pupils to Warren Street. This, in turn, will then send pupils to Robert Treat which must be relieved by transfer of pupils to schools west of it.

Sussex Avenue School (14) has gained each year but not in a remarkable degree. It has three classes in court rooms.

The growth in the Franklin, Webster, Burnet, and Summer Avenue schools is due to an increase in the population in the neighborhood of each school. This fact indicates that a new building will be needed on the Parker Street site (9). The congestion of population affecting these schools is increasing and extending northward.

The conditions surrounding Abington Avenue and Garfield schools show that provision should be made in the near future for a site (7) for a school between the two. It seems certain that this territory will have a crowded population.

The section now served by the Roseville Avenue School will need, in four or five years, a new school (16) to accommodate the children of Roseville Avenue, to relieve Garfield, and South Eighth Street schools, and to provide for the general growth of and changes in the community.

Barringer High School (18) gained 166 pupils in 1921 and, notwithstanding the transfer of a number of grammar graduates to the junior high schools instead of to Barringer, it lost only nine pupils in 1922. The overcrowded condition at this school indicates that additional high school accommodations must soon be provided.

Section II

South Eighth Street School (20) lost this year the gain made in 1921. This may have been caused by upset conditions due to the building operations.

The large increased enrollment at Bruce Street School (21) is due to the transfer of pupils from Robert Treat Elementary School to relieve the latter school.

Warren Street School (22) is growing as indicated by the gain. Many pupils who rightfully belong in this school are in Central Avenue School because of lack of accommodations here.

The Girls' Vocational School (23) increased by 85 pupils in the two years. The Girls' Continuation School occupied the same building and more pupils could not well be accommodated.

The Grace M. Duffy School (27) gained 77 pupils in 1921 but lost 44 pupils in 1922. This is an all-year school and many pupils are accelerated. The room thus created may be used to relieve Robert Treat School.

Pupils were transferred from Fourteenth Avenue School (28) to Moses Bigelow School (30) to relieve conditions at the former school.

Moses Bigelow School (30) and West Side School (31) are located in growing districts. A number of pupils were transferred from the former to the latter school, hence the loss shown in one and the gain in the other.

The Speedway Avenue School (32) is in a growing neighborhood and shows a gain each year.

The great gain in Alexander Street School (33) was due to the opening of the new addition. Pupils who belonged to this school were transferred from Lincoln and Speedway Avenue schools where they had been temporarily housed.

The loss at Lincoln (34) was due to the transfer of pupils to Alexander Street School.

The Avon Avenue School (36) is in a growing neighborhood. Its gain in 1921 was somewhat offset by a temporary loss in 1922.

The gain in Waverly Avenue School (37) was due to the transfer of pupils from Cleveland School.

Milford School (38) received pupils from Belmont Avenue School (42) to reduce the number of part-time classes in the latter. The ten part-time classes at Milford are due to the fact that the old section has been abandoned as unfit to use.

The small increase at Charlton Street School (39) in 1922 was probably due to building operations.

Pupils across the street from this school are obliged to attend Milford School for lack of room in Charlton Street.

Monmouth Street School (40) had losses each year, due to restricted immigration.

The gain of 114 at Montgomery School (41) in 1921 was reduced by a loss of 37 in 1922. The reason was restricted immigration.

The Joseph E. Haynes School (43) gained thirteen in 1921. This and the Monmouth Street and Montgomery schools have lost by restricted immigration. Newcomers have been lacking to take the places of families who moved away as soon as they were prosperous enough to do so.

The loss at Washington Street School (44) is due to the encroachment of business in the district.

Pupils were transferred from Camden Street School (47) to Fourteenth Avenue School (28) which was relieved by other transfers to prevent part-time classes.

The decrease in Chestnut Street School (51) was due to the unfinished renovation of the building which delayed the opening of the school. Children went to other schools in adjacent districts and were kept there. There are two part-time classes.

The Lawrence Street School (52) enrollment continues to decrease because the neighborhood is less and less residential.

The Central C. & M. T. High School (50) had a larger gain in 1921 than in 1922. Pupils of designated grammar schools were sent to the junior high schools, thus relieving this school. The large gains in Cleveland Junior High (46), Robert Treat Junior High (25), and Madison Junior High (35) schools were due to this fact. The Cleveland School lost in the elementary grades because pupils were trans-

ferred to Waverly Avenue to provide room in Cleveland. The elementary enrollment of Robert Treat School was considerably reduced by the transfer of pupils to Bruce Street for the same reason. The Madison School elementary grades gained in 1922 about the same number they lost in 1921.

The continued growth of all the high schools shows the pressing need of an addition to the East Side High School (71) and of a new school (49) in the western part of the city.

The congested character of the central portion of Section II is shown by the intersecting circles on the map. Each circle has a radius of approximately one-quarter mile. Schools are near together. Central Avenue should, as soon as possible, be relieved by transfer of pupils to Warren Street and from there to Robert Treat and from Robert Treat to Grace M. Duffy. Changes of boundary lines may likewise be made in other like series of schools when the additions to Charlton Street and Milford are completed. Speedway and Lincoln schools, being located in growing neighborhoods, will require additions before many years.

Section III

The Bergen Street School (53) shows a loss, due to the return of pupils to Berkeley School. This, however, is only temporary, for the district is growing in population.

Hawthorne School (54) is in a rapidly growing neighborhood, hence the increase each year.

The Berkeley School (55) opened its new addition with an increase of 235 pupils. Most of these pupils belonged to Berkeley School but had been temporarily accommodated in Bergen Street.

The Elizabeth Avenue School (56) lost 22 pupils, probably due to the transfer of pupils to the Hamilton School.

The Hamilton School (57) gained 10 pupils in 1921 but lost 8 the last year. The school is, however, likely to continue to grow larger.

The Dayton School (60) remains about the same from year to year. The gain of 12 one year was offset by a loss of 13 the next. A large increase in population in the district is unlikely for some years to come.

The South Side High School (61) gained 93 pupils, notwithstanding the transfer of many pupils to the Madison Junior High School.

The gain of population in this section is indicated by the growth of Berkeley and Hawthorne Schools. They serve the Weequahic district which is rapidly growing. A new school (58) is needed now in this territory.

Section IV

South Street School (62) lost 11 of the gain of 55 of the preceding year. The part-time classes will be accommodated when Carteret addition is finished.

Walnut Street School (64) gained 17 as against a loss of 27 the year before.

There was a large increase at Carteret School (63)—86 and 111 pupils in the respective years. There have been twelve part-time classes because of building operations.

The gain at Lafayette School (65) was less the last year than the year before. This was probably due to the transfer of pupils to Walnut Street.

Monteith (66) and John Catlin (67) schools gained both years, but the latter more than the former.

The remarkable increase of 78 at South Market Street School (69) was due to a growing population. The four part-time classes will be cared for by transfer to Monteith School.

Hawkins Street School (70) continues to grow, the gain in the two years being 60 and 53 respectively.

The growth of the East Side C. & M. T. High School (71) has been the greatest of all the high schools. No relief could be afforded by the junior high schools, because they were located too far from the East Side School.

All the schools of this section, except South Street and Walnut Street, gained during the two years. The population has grown, making necessary at once additions to at least three schools.

THE BUILDING PROGRAM

The cessation of building operations during the period of the war caused congested conditions which are still handicapping the school system. In March 1921, there were 3,631 children in part-time classes, in portable buildings, in auditoriums, and in courts, an increase of 727 over the number so housed at the same time in 1920. In March 1922, there were 3,208 excess pupils, a decrease of 423, due to the completion and opening of the additions to Alexander Street, Franklin and Berkeley schools. These schools really provided for a larger number, amounting to the annual increase plus the 423. At that time provision had been made to accommodate 2,094 of the 3,208 by contracts awarded or about to be awarded for additions to Carteret, Charlton Street, Eliot, Milford, and Abington Avenue schools.

The advantage of a survey of the school system—its recent improvements, its present condition, and its future needs—on its material or physical side is considerable at this time. Such an overview covering

the time from 1918 to 1922, and including the recommendations for a future period of approximately five years follows. Recommendations which have not yet been carried into effect are printed in italics, those which have been carried into effect or are in process are printed in Roman.

Section I

Eliot School (1).—Recommended that the old building be abandoned and razed; that the auditorium in the modern building be divided into six classrooms; that an addition be made to this building to contain nine classrooms, an open window room, a kindergarten of two units, a shop, a kitchen, medical room, toilets, an auditorium and a gymnasium.

Ridge School (2).—*Recommended that an addition of four classrooms be made to the school by extending the front of the building on both the north and south ends.*

Summer Place School (3).—This is a school of eight classrooms, in excellent condition but without auditorium or gymnasium.

Summer Avenue School (4).—Recommended that the roof over the rear section of the school be raised; that four classrooms be made of the unfinished attic; that the dark closed-in stairways leading to these rooms be lighted and otherwise improved.

Franklin School (5).—Recommended that the auditorium on the top floor be made into six classrooms; that fifty feet of land on Cutler Street and fifty feet on Garside Street be purchased; that an addition be made to consist of ten new classrooms, an open window room, an enlarged kindergarten of three units, a teachers' room on the first floor, an auditorium, two gymnasiums, and a general alteration of the interior of the old building to make it less hazardous.

Franklin Annex—A class for crippled children maintained in the Home for Crippled Children is an annex to the Franklin School.

Abington Avenue School (6).—Recommended that seventy-five feet of land on North Seventh Street be purchased and one hundred feet on North Sixth Street; that an addition be made to consist of nine classrooms, a three-unit kindergarten, an open window room, and two gymnasiums; that the auditorium be made more satisfactory by adding a gallery.

Note.—It was decided to purchase 125 feet on North Seventh Street and none on North Sixth Street, the cost being excessive.

New Site (7).—*Recommended that a site be purchased for a school at some future time in the territory lying between Abington Avenue and Garfield schools, say near Second Avenue. The property in this neighborhood is undeveloped at this time and may be purchased for less than when the time comes to build.*

Garfield School (8).—*Recommended that land adjacent to this school be purchased to enlarge the playground.*

New School (9).—*Recommended that a new building to relieve Franklin and Summer Avenue schools be erected on the site at Parker Street near Bloomfield Avenue, to contain fourteen classrooms, stockrooms and toilets on each floor, a two-unit kindergarten, a shop and kitchen of standard types, a medical room, principal's office, teachers' rooms, a gymnasium, and an auditorium.*

Webster School (10).—*Recommended that land sixty feet wide on High Street and seventy-five feet on Webster, south of Webster School, be purchased; that the old section of the school be abandoned and demolished; that an addition be made to the modern section of the building to contain twenty-four classrooms, a kitchen and a shop (both of standard types), and an open window room.*

McKinley School (11).—*The stairways in the Seventh Avenue structure were modernized in 1921, and shops and a classroom added to the Eighth Avenue section.*

Burnet School (12).—*This is a modern building in satisfactory condition.*

Central Avenue School (13).—*An addition was made to this building only a few years ago. With other changes made to adapt it to the alternating plan of organization, it is now a modern building. It still needs further changes, however, to make it wholly satisfactory. Better office facilities and a lunch room for teachers are desirable.*

Sussex Avenue School (14).—*Recommended that an addition be made to the school to consist of eight rooms including a two-unit kindergarten, an auditorium, a gymnasium, shop, and kitchen of standard types, stockrooms, and toilets on each floor.*

Roseville Avenue School (15).—*It will probably be necessary in due time to discontinue the use of this building as a grade school. It cannot well be enlarged because it is located on a very narrow site that is restricted by a public thoroughfare at the rear. When abandoned as a grade school it might be used for some special type of school to which the building may be adapted.*

New School (16).—*Recommended that a new building be erected on a site somewhere between Sixth and Ninth Avenues, near Orange Street but west of Roseville Avenue, the same to replace the Roseville Avenue building when that building is abandoned as a grade school. The children of grammar grades in Roseville walk farther to school than in any other section of the city.*

Binet School No. 1 (17).—*This is an old building in good condition, well adapted to its use as a Binet school.*

Barringer High School (18).—*This building is in satisfactory condition. The grass plots on each side of the gymnasium should be better graded and the lawns kept in better condition.*

Seymour Vocational School (19).—*The erection of this building was urged and detailed reasons were given under date of March 24,*

1918; the recommendation was repeated in 1919 and again under date of March 31, 1920. Under date of April 26, 1922, it was recommended that the Seymour Vocational School be equipped for occupancy September 1, 1922, and that \$108,000 be spent for this purpose.

Section II

South Eighth Street School (20).—In 1921 the dark hallways and stairways in this building were modernized. The building is now in good condition.

Bruce Street School (21).—This is an eighteen-room building with an auditorium, all in good condition. It is occupied by eight grade classes and by the School for the Deaf (21).

Warren Street School (22).—This is a structure of two different sections built at different times. The more modern section contains an auditorium. The whole property is in good condition, but the yard space is inadequate for so large a school. *It is recommended that additional land be purchased for a playground; that a primary class be substituted for the kindergarten classes in the auditorium. In due time the present building will need an addition.*

Wickliffe Street Building (22).—This building is now occupied by the shops of the Boys' Vocational School, the academic classes of the school being housed in the Warren Street building. *Recommended that when the Boys' Vocational School is removed to the Seymour building, the shops and equipment, except the machine equipment be used for the shops of the Boys' Continuation School; that the machine shop be divided by partition into two rooms; that the room in the basement used for a Baby Clinic by the Board of Health be fitted for a classroom by boarding up the arches, placing doors as indicated on a submitted plan and laying a wooden floor; that the academic classes of the Boys' Continuation School be moved from the Lawrence Street School to the Warren Street School before the opening of school in September, 1922.*

Girls' Vocational School (23).—This building is taxed to the utmost by the Girls' Vocational School and the Girls' Continuation School. *Recommended that three academic classes of the Girls' Continuation School be removed to the Lawrence Street School and that shops be fitted up at said school and in the portable building on the premises, same to be effective September, 1922.*

Academy Street Ungraded School (24).—*Recommended that a new building be erected, on a site to be selected in the northern section, to contain four classrooms, a gymnasium with baths, shop, kitchen, dining room, teachers' and physician's rooms, office, toilet facilities and central hall with front and rear entrances.*

Fawcett School of Industrial Arts (24).—The overcrowded conditions at the school indicate that a new building is greatly needed. The school, too, is developing into a day school. The building was not constructed to be used during the day but only as a night drawing school. Not one of the rooms meets the requirements of the type of work taught in the school. The enrollment of the school is

now about 1,300 pupils. The school is an important one, especially in view of its function in an industrial city. *Recommended that a new building on a new site be provided.*

Robert Treat Junior High School (25).—This building is in good condition. Playground is opposite on Thirteenth Avenue. *The five classes of Binet pupils should be provided for elsewhere as soon as possible.*

Building Trades School (26).—The shop section was completed in 1922. *Recommended that the four classrooms designed as part of the Building Trades School be erected.*

Grace M. Duffy School (27).—The building was modernized and enlarged only a few years ago. *Recommended that additional land be purchased south of part of the playground.*

Fourteenth Avenue School (28).—This is a modern building with adequate playground, all in satisfactory condition.

South Tenth Street School (29).—This is an old building without auditorium or gymnasium or modern improvements, but still usable. Additional land, never used, to the east was purchased some years ago.

Moses Bigelow School (30).—This building was recently enlarged and is now modern and well equipped. *Additional land on the south should be purchased, the playground being wholly inadequate.*

West Side School (31).—This is a modern school in excellent condition with adequate ground but no gymnasium. When the house was built a combination auditorium and gymnasium was provided. The upper grades are organized on the alternating plan making it necessary to use the courts as a gymnasium. *A gymnasium is needed.*

Speedway Avenue School (32).—The present building has eight classrooms and is part of a modern structure. This section only was erected. There is neither gymnasium nor auditorium. *Recommended that the building be completed when needed.*

Alexander Street School (33).—An addition was recently made to this school containing eleven new classrooms, an open window room, a two-unit kindergarten, teachers' rooms on each floor, an auditorium, a gymnasium, kitchen; a new shop was installed in a classroom in the old section of the building, and the offices modernized. The property is now in very satisfactory condition, the yard only needing attention. *It should be graded and fenced.*

Lincoln School (34).—In due time the Lincoln School must be enlarged by an addition to consist of nine classrooms—four to be made from the present auditorium—an open window room, a kitchen a manual training room, an auditorium, and a gymnasium.

Madison Junior High School (35).—An addition to this building was finished during the war. It is a modern structure in good condition with satisfactory grounds.

Avon Avenue School (36).—This is a modern building in satisfactory condition with adequate playgrounds.

Waverly Avenue School (37).—Although without auditorium or gymnasium and with kindergarten and Binet classes in the courts, this property is in good condition and has reasonable play space.

Milford School (38).—The use of the old section of this building has been discontinued. *Recommended that nine classrooms on the fourth floor of the modern building be finished; that the old section be razed; that an addition to the new section of the building to contain sixteen classrooms, stockrooms and toilets on each floor, a three-unit kindergarten, a medical room, a kitchen, teachers' rooms, a gymnasium, and an auditorium, be erected.*

Charlton Street School (39).—Recommended that additional land be purchased; that an addition be made to consist of nine classrooms, a three-unit kindergarten, an open window room, a manual training room, a cooking room, a gymnasium, and an auditorium.

Monmouth Street School (40).—This is an old structure without modern facilities or equipment. It has classrooms only. Toilets are in the yards. Courts have low ceilings and are broken up. The building, however, is substantial. *Recommended that land be purchased to enlarge the playgrounds. They are very narrow on each side of the building.*

Montgomery School (41).—This is a modern building in good condition. There is a combination gymnasium and auditorium. Playground, which cannot well be enlarged because of streets, is too small.

Belmont Avenue School (42).—The building is modern and located on a corner with trolleys on each street. *Recommended that land be purchased to enlarge the playground.*

Joseph E. Haynes School (43).—This is a modern building in satisfactory condition. The playground is across the street.

Washington Street School (44).—This is an old building in good condition but without gymnasium or auditorium. It has a kitchen and a shop and good playgrounds.

Binet School No. 2 (45).—This property is in good condition and is well adapted to the needs of the Binet school.

Cleveland Junior High School (46).—A modern school well equipped. The school has very limited playground accommodations. Cleveland is one of the large alternating schools which greatly needs a place for the children to gather, safe from the danger of the trolley in front of the school. *Recommended that additional property to the south of the school be purchased to provide playground space.*

Camden Street School (47).—The stairways and hallways in this building have recently been modernized. There is a portable building containing an open window class on the grounds. *This should be abandoned as soon as possible.*

Ungraded School No. 1 (48).—A modern building in good condition. There should have been a rear entrance provided. Ample garden and playground.

West Side High School (49).—*Recommended that a high school to accommodate 1,400 pupils be erected on the South Orange Avenue site purchased some time ago for this purpose; that the site be enlarged by securing the land (approximately 145 feet by 373 feet) to the west of the present parcel owned by the Board of Education on which the Board has an option at the same rate as paid for the site; that the form of the building be a hollow square with an auditorium and gymnasium in the centre with light courts on each side—this permits an arrangement of class rooms, laboratories, etc., with outside walls and unilateral and unobstructed light and openings on large corridors having windows overlooking the courts; that the building contain administration offices, medical room, teachers' rooms, stockrooms, and toilets on each floor, library, woodworking shop, and kitchen of standard types, sewing room, lunch room, and kitchen facilities, one music room, two art rooms or studios, auditorium, two gymnasiums, two study rooms of two classroom units each, and biological, chemical, and physical laboratories with necessary storerooms and lecture rooms—the biological laboratory should have a conservatory attached where plants may be grown throughout the year. It would be well to place it on the ground floor so that there might be easy access to a garden plot outside where practical experimental work could be done.*

Central Commercial and Manual Training High School (50).—A modern building ten years old. Repairs were recently made to the plaza.

Chestnut Street School (51).—This is an old building improved in 1921 and now in good condition though lacking modern facilities.

Lawrence Street School (52).—This is a fairly good building, renovated in 1920, but the school is decadent, due to changes in the neighborhood. Part of the building is now used for the Boys' Continuation School.

Section III

Bergen Street School (53).—This is a modern building adequately equipped with very large satisfactory playground. The auditorium is at the top of the building, very inconveniently located.

Hawthorne School (54).—This is a modern building in satisfactory condition. Good playground.

Berkeley School (55).—An addition of fourteen classrooms, an open window room, and a gymnasium was recently made to this school. *Recommended that land be purchased to enlarge the playgrounds.*

Elizabeth Avenue School (56).—This is a brick structure on a large site, the whole property in good condition. Growth of population in this neighborhood is unlikely. The building at some future time may be adapted for a special school of some kind. It could well be used for an ungraded school.

Hamilton School (57).—*Recommended that an addition be made to contain six classrooms. This may be done at slight expense by*



OFFICIAL
MAP OF
 THE CITY OF
NEWARK
 AND VICINITY,
 ESSEX COUNTY,

CORRECTED TO JUNE 1ST 1920

EXPLANATIONS
 STREETS COLORED
 STREETS UNCOLORED
 TRUNK LINES
 RAILROADS
 CITY BOUNDARIES

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extending the east wing of the building to the south; that additional land for a playground be purchased.

Weequahic School (58).—*Recommended that a new building be erected in the Weequahic section of the city on the site now owned by the Board of Education. This building should contain sixteen classrooms, stockrooms and toilets on each floor, a shop and a kitchen (both of standard types), a two-unit kindergarten, principal's office, teachers' rooms, medical room, gymnasium, and an auditorium. This is in a growing section and should be built at once in whole or in part as determined by the Board of Education.*

School for Tubercular Children (59).—*Recommended that one hundred feet of land adjoining the present site on the west be purchased; that a new open air school be erected to contain four classrooms, a kitchen, a dining room, teachers' and physician's rooms, a storeroom, a solarium.*

Dayton School (60).—*This is a frame building acquired when the territory was annexed to the city. Within two years it has been modernized.*

South Side High School (61).—*This is a modern building in good condition, well equipped, with beautiful grounds.*

Section IV

South Street School (62).—*The building is substantial but without modern facilities. Stairways and hallways improved in 1921.*

Carteret School (63).—*Recommended that twenty-five feet of land on both sides of the school property, running through the block, be purchased; that an addition be made to consist of twelve classrooms and two gymnasiums. The provision of two gymnasiums is to provide for an alternating school in the future. The conditions in the district and in the adjacent schools justify the assumption that in due time the school will need to be made an alternating school.*

Walnut Street School (64).—*Recommended that a new building to contain fourteen classrooms, stockrooms, and toilets on each floor, a two-unit kindergarten, a shop and kitchen of standard types, principal's office, medical room, teachers' rooms, auditorium, and gymnasium be erected on the grounds of this school; that the old building be then abandoned and razed.*

Lafayette School (65).—*This is a large alternating school. It should have a place for the children to congregate, other than on the streets on which the traffic is heavy. Recommended that land be purchased near Lafayette School for a playground. Nos. 100-104 Congress Street, about 84 feet by 106 feet, and buildings thereon. Nos. 111-115 Jefferson Street, about 84 feet by 106, feet, and buildings thereon.*

Monteith School (66).—*Recommended that the properties on Alyea Street, eighty-one feet by one hundred feet to the east of the school be purchased; that the present auditorium be divided into six classrooms; that an addition be erected to contain six classrooms, an auditorium, a shop and a kitchen (both of standard types), a gymna-*

sium, and an open window room; that the use of the annex be discontinued and that it be removed from the premises.

John Catlin School (67).—Recommended that an addition be made to the John Catlin School to contain six classrooms, medical room, a principal's office, teachers' rooms, and printing shop on the ground floor. The removal of the printing shop to this location would release a classroom in the main building.

Ungraded School No. 2 (68).—This property, including adequate garden and playground, is in good condition. There should have been a rear entrance provided.

South Market Street School (69).—This is an old building which the Board of Education concluded some time ago to abandon as a grade school as soon as practicable. Opposite to it is the freight yard of the Central Railroad.

Hawkins Street School (70).—Recommended that an addition be built to consist of nine classroom units, stockrooms and toilets on each floor, a three-unit kindergarten, a gymnasium, an auditorium, a shop and a kitchen (both of standard types), an open window room, medical room, principal's office, and teachers' rooms. This will provide accommodations for a 36-class alternating school to consist of the present Hawkins Street School and the larger part of the South Market Street School. These schools now contain thirty-seven classes, but six of them will go to the Monteith School.

East Side Commercial and Manual Training High School (71).—Recommended that an addition be made to complete the building as originally planned. Provision should be made for the enlargement of the physics laboratory and the machine and woodworking shops. The enlarged machine shop would provide room for teaching auto-mechanics. There should be more room for mechanical drawing, and better locker facilities for boys.

Binet School No. 3 (72).—This property is in good condition. Some improvements of minor importance might be made.

For the city at large, without regard to any section, but located as may be determined at some future time, it was recommended, under date of March 31, 1922, that

- (a) A building of bungalow type to contain six classrooms, kitchen and dining room, solarium, medical room sufficiently large for corrective gymnastics, shops and stockrooms, and toilets, and principal's office, be erected to be used as a school for crippled children.
- (b) A building be provided for the School for the Deaf, the same to contain twelve classrooms, a shop, a kitchen, a lunch room, medical room, teachers' room, principal's office, a small gymnasium and a small auditorium. The rooms now occupied by the school in the Bruce Street building will soon be needed for elementary pupils.



RECESSIONAL—NEWARK JUNIOR COLLEGE COMMENCEMENT

The repair and modernization of buildings worth repairing, the abandonment—actual and prospective—of those too old for renovation, and the enlargement of others have improved the school property so that it is now in good condition. Praiseworthy efforts have been made to keep pace with the needs for increased room, but no money was granted by the Board of School Estimate for the purpose in 1917, 1918, or 1919. In 1920 there was appropriated \$2,300,000; in 1921, \$500,000; in 1922, \$1,000,000, which, together with \$500,000 received from the State Board of Education, August 28, 1919, for the Normal School on Belleville Avenue, made a total of \$4,300,000. It is estimated that \$2,495,000 will be required for the remaining items of the program, omitting most of the recommendations for additional land adjacent to school buildings. When this estimated amount is available, it will make a grand total of \$6,795,000 for carrying out the foregoing building program.

THE ELEMENTARY SCHOOLS

Many of our schools have been profoundly affected by the kindergarten. The procedure of the grades has been changed by the use of games, by singing, by educational occupation work, and by dramatization. In addition the first year teachers base their work upon the known work of the kindergarten, thus definitely coordinating it with that which has gone before. First year teachers and kindergartners cooperate understandingly and the classes frequently play, march, and sing together. Miss Margaret McCloskey, supervisor of kindergartens and first grades, has sought earnestly to secure this happy relation.

The kindergatren does much in the formation of right habits. The child from the good home does not gain as much in this respect in the kindergarten as the child from the neglected home. The need for such training is great in districts where are found families

with many children living in one, two, or three rooms. In these homes children are not always taught personal habits of cleanliness and neatness. The kindergarten does this and in addition fixes the habits of application and attention, with others such as obedience, self-control, and cooperation. This is a preparation for the restriction necessary in the grades. It is a desirable training, for it brings the children gradually to the state wherein they accept without violation of their inclinations the limitations of the formal school.

Some of our kindergartners have, during the last two years, given tests in the kindergarten for the measurement of intelligence. The results have been enlightening and have been of much assistance. The present method of classifying the children in the grades into rapid, regular, and slow groups makes it desirable and valuable to have such tests during the last term that the children are in the kindergarten. There are kindergartens in all but two of the schools, so that the tests will be of real service in the grading. This is but one of several new features that indicate the constant development of the work for the little ones.

The amount of knowledge acquired by a child in a kindergarten course is much underestimated. He has counted his group and materials, has taken away, and separated and parted into groups. He has handled magnitudes in the form of spheres, cubes, and plinths. He has learned to distinguish color and form. He has done much manual work which has exercised his powers of observation, initiative, and creation. He has learned and dramatized stories. His memory has been exercised and enriched by learning poetry and song. His imagination has been made active. He has learned that rhythm in dance and song and beauty in picture and poem give pleasure. His knowledge of right and wrong and of the rights of others has become clearer. He has learned that in the sphere out-

side his home he may be happy if he inhibits his inherent selfishness and "plays the game" fairly and with regard for others. He has learned the value of exercising his own powers and of submitting to authority.

The kindergarten is not only an agency for the development of the individual and for better fitting him for the grades, but for Americanization. To the children of the foreign born it is a heaven. The kindergarten by its discipline and method and spirit provides an introduction to good citizenship. The children are active participants in work that is going on and this is a cardinal principle of good Americanism. Americanization of native as well as foreign born by the kindergarten is not the least of its accomplishments.

The elementary schools of a great city are said to be the "melting pots" of America. This fact is impressed strongly upon a visitor to these schools in Newark, for here are to be found children of parents from all the nations of the world. There are now very few schools composed entirely of children of native American parentage. The importance of education is nowhere more convincingly borne in upon the observer than in the schools themselves. He learns that education is not merely instructing children in a formal way to read, write, and cipher, but furthering physical development, forming health habits, fixing moral principles, teaching American standards of living and the social customs which embody these standards. The children are made over in dress, manner, and ideals, and they are stirred to ambitions unknown to their parents. The process in operation does not always reveal the bright side because the product is unfinished. Those who have observed it for any length of time know full well the fundamental changes it makes, and they realize the import to the children and to society and the state.

In the spring of 1922 a census of the children in the schools was taken which showed the following results as to nationality:

NATIONALITY OF PUPILS ENROLLED IN THE NEWARK SCHOOLS

	Number born in	No. whose fathers were born in	No. whose mothers were born in
United States (White).....	63,832	20,898	23,414
“ “ (Colored)	3,202	3,163	3,150
Greece	71	297	287
Albania .....	....	6	5
Italy	1,613	19,817	18,521
Spain	56	79	90
Portugal	19	35	34
France	36	202	191
Rumania	45	706	634
Scandinavia	18	344	311
Holland	15	86	71
Germany	120	2,767	2,397
Austria	281	4,504	4,406
Great Britain	427	2,390	2,273
Slavic Russia	1,046	10,441	9,887
Jugo-Slavia	545	4,267	4,272
Armenia and Syria.....	32	124	127
Hungary	115	1,234	1,309
Finland	1	18	11
Turkey and Arabia.....	6	12	19
Other Asiatic Countries.....	44	50	48
Switzerland	13	77	61
Unknown .....	....	20	19
Total.....	71,537	71,537	71,537

A study of the foregoing table causes some reflection as to the difficulties of the classroom teacher. The children in many cases have a high degree of intelligence, but they do not know English. Under such conditions mass teaching entails tremendous educational waste and is often ineffective. Individuals cannot receive the attention and consideration which are desirable and somewhat imperative. The skill and energy of the teachers are greatly taxed. The fact that educational efficiency should be the paramount consideration in the classification of the children is made clearer by this census.

The removal of physically and mentally handicapped children from the regular classes to segregated classes and the division of the normal children into homogeneous "ability groups" have met with general approval and have been advantageous to the schools. There are still too many pupils of low mentality in the grades but it is not possible at this time to increase the number of classes for them, since the law allows only fifteen to be taught in a class doing special work. Many regular teachers have been struggling with forty or more, of whom three or four may have been mentally deficient and unable to cope with the academic requirements of the curriculum. The children fail and repeat and fail and repeat. These pupils cause the least trouble in schools able to grade closely, according to the ability group plan. In such schools the repeaters are found in the three group. The slower pace at which these children do their work gives the opportunity to gain power, and results in much less discouragement than under the old plan of grading. The small schools, of course, cannot grade closely but as many of our schools are large, the grading is becoming a real help to efficiency. The work of all groups is really better, for the bright as well as the dull have opportunity more commensurate with their ability.

PROMOTIONS

Too many regard promotion for pupils as a privilege to be granted for decorous behavior and a reward for successful effort to do work well. This is a wrong assumption. Denial of promotion is an improper punishment. Promotion is a pupil's right. It should be denied only for inability or temporary incompetency. When work which is a prerequisite for other work has not been done, then children must be held back or their difficulties become so great that failure is certain. They should be saved from failure. Children should be saved, too, from depression and discouragement and spurred to use all their ability. If work be

adapted to their ability, if they go fast or slow as they are able, they will be happy and more successful. Fast classes that do five months' work in four months will have five promotions in two years; normal classes that do five months' work in five months will have four; slow classes doing five months' work in six and two-thirds months will have three promotions. All are going forward and the repeaters of normal mentality grow less and less in number. Other plans for securing the right of promotion to pupils are in operation in the Newark Schools, chief of which are the all-year schools and the summer schools. The short term of the first and the "promotion classes" of the second are real adjuncts in this important matter.

An examination of promotion figures extending over a term of years revealed the following percentages, which are more clearly shown in the graph on page 57.

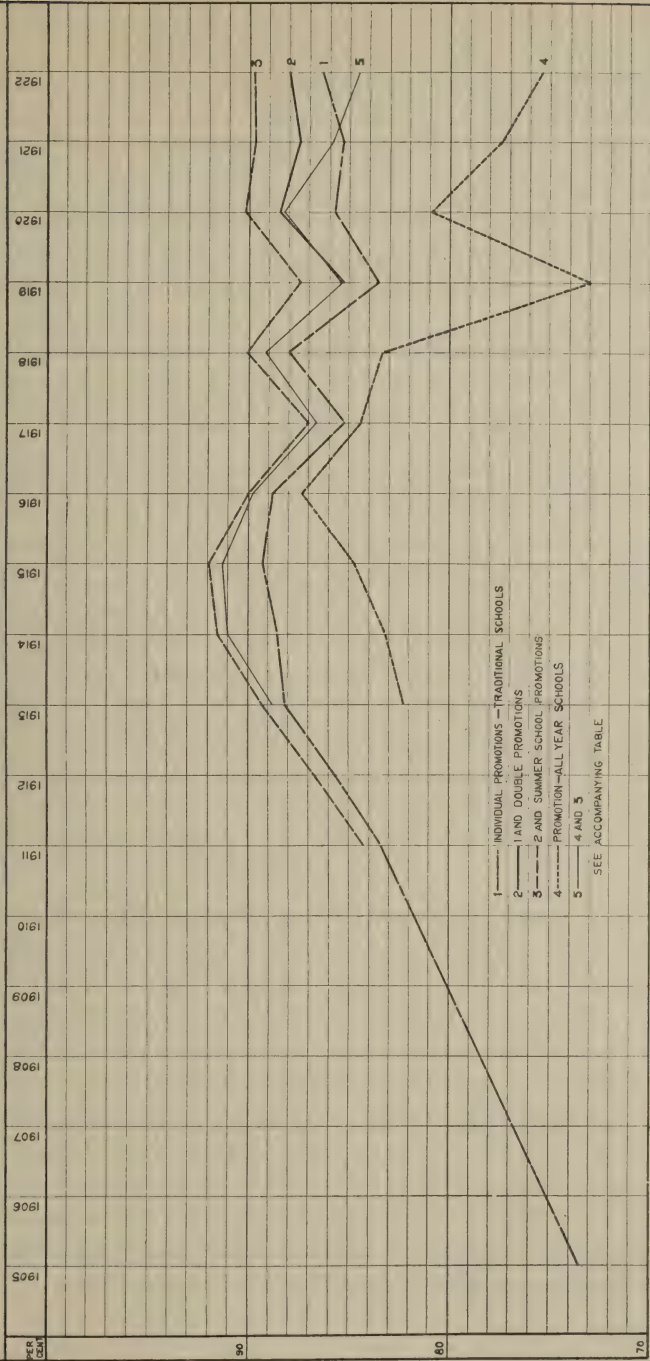
PROMOTION PERCENTAGES 1905 AND 1911-1922

YEAR	Per Cent. of Individual Promotions, in Regular Schools	Per Cent. of Individual Promotions, in Regular Schools, Including Double Promotions	*Per Cent. of Individual, Double, and Summer School Promotions	Per Cent. of All-Year School Promotions	Per Cent. of Individual and Double Promotions (Regular and All-Year) and Summer School Promotions
1922	86.3	88.0	89.8	75.4	84.6
1921	85.4	87.5	89.7	77.4	86.8
1920	85.8	88.5	90.3	80.9	88.3
1919	83.6	85.3	87.5	73.0	85.4
1918	88.0	-----	90.1	83.4	89.1
1917	85.2	-----	87.0	84.5	86.7
1916	88.8	-----	90.0	87.4	89.8
1915	89.3	-----	91.9	84.7	91.3
1914	88.5	-----	91.5	83.2	91.0
1913	88.2	-----	89.3	82.3	88.8
1912	85.7	-----	86.8	-----	-----
1911	83.4	-----	84.3	-----	-----
1905	73.5	-----	-----	-----	-----

*Double promotions only recorded from 1919.

N. B.—All promotion tables for 1920-21 and 1921-22 are to be found on pp. 290-303 of this report.

PROMOTION PERCENTAGES



It has been suggested that the city examinations sometimes contain questions on work not included in specific grades. Investigation has failed to show any serious breach in this respect. For years teachers were requested to report officially their criticisms of examination papers but nothing of value except the opinion that "certain questions were too difficult for the grade" was gleaned from these reports. They were therefore discontinued.

Great care is taken with the city examinations. Successful teachers in the different grades are asked to submit questions from which are chosen those used. A number of options are always given so that pupils who have not been taught certain facts have other questions of equal value from which to select. The questions are always viséd with great care by the assistant superintendents to prevent errors. It may be possible to curtail examinations further by omitting the one in history in the fifth and sixth grades, but examinations in other subjects should be retained, for they are very useful and valuable—a help in fixing grade standards and often suggestive. They unify the work. They are a means to an end but not an end in themselves.

SIZE OF CLASSES

For years in Newark, the standard size of classes below the eighth grade was forty-two to forty-five pupils, with classes often as large as forty-eight and sometimes even larger. Classes were often filled up to the required number with pupils who fell below the standard of promotion. These children were not promoted according to the record but were advanced to fill up classes, making them less homogeneous than they ought to have been. About four years ago a lower standard was adopted and the classes have been gradually made smaller. They are increased in number only when additional enrollment requires it.

The effort to reduce the size of classes has been quite satisfactory, although there have been several in the lower grades which enrolled as many as fifty pupils. A constant attempt has been made to prevent this. In the traditional schools where the number of classes exceeds the number of classrooms, pupils are housed in courts or auditoriums or on part-time.

The number of such classes and of excess children for three years has been:

	1920	1921	1922
Classes in courts.....	10	10	11
“ “ auditoriums	7	7	1
“ “ portable buildings and annexes.....	8	6	3
Part-time classes	43	61	62
Children enrolled in courts.....	423	413	485
“ “ “ auditoriums	363	394	127
“ “ “ portable buildings and annexes	334	265	115
“ “ “ part-time classes	1,784	2,559	2,481
Excess number to be accommodated.....	2,904	3,631	3,208

The figures for 1922 may be reduced by taking from each item the number representing the number in schools where courtrooms have recently been made satisfactory or where additions are under construction or where construction is about to be started. This reduces the number of classes in unsatisfactory courts to 4, in auditoriums to 1, in portable buildings to 1, and on part-time to 16. The number of children for each respectfully is 174, 42, 285, 461, making a total of 962 children, provision for whom has now been made in appropriations recently granted.

From an educationl viewpoint the foregoing description gives much encouragement, but there is a somber reverse side, due to the loss of money for current expenses. If money is to be saved to meet the emergency, it will be necessary to increase the size of classes to thirty instead of twenty-five for teachers in the kindergartens; from forty to forty-five in the grades and to thirty-five instead of thirty in the eighth grades and in the high schools. This is reactionary

and unwise and will be done, only with extreme reluctance and regret, as a matter of enforced economy.

THE ALL-YEAR SCHOOLS

The all-year schools have been a useful means of preventing congestion, but this is true to a less extent than was supposed. The acceleration of pupils is not as great in fact as in theory. The two would be in agreement if the constant shifting of population could be stopped and the causes of retardation removed. Since these are not possible, it must be acknowledged that the all-year schools do not accelerate all the pupils as much as it was assumed would be the case. Few pupils complete the eight-year course in six years. What is probably true is that the acceleration amounts, in practice, to about one year.

What the all-year schools do unquestionably do is to move the aged-overgrown pupils up in the grades and graduate more pupils than do the traditional schools. Although many of the graduates are much younger than the average-city-age of graduates, there are enough of the aged-overgrowns to bring the average age of all-year graduates very near to the average-city-age of graduates. The contributing causes are,—

- (a) the attempt to teach what is practically the same course of study as that of the ten-months school, and
- (b) the inability of children to assimilate as rapidly and as surely as it was assumed they could do.

Pupils lacking in ambition have discovered that to repeat a short term of twelve weeks is not as great a disadvantage as to repeat one of twenty weeks, and they lag in their efforts. The number who do this is increasing. Notwithstanding, since these schools are in neighborhoods where children do not leave the city in the summer, they provide a cool, safe, and happy environment with right associations, keep the good habits of the children from deteriorating, and continue the process of Americanization amazingly, and do give the opportunity for a large number to advance rapidly.

It has not been advisable to establish all-year elementary schools in any other sections of the city than those where the foreign-born live in great numbers. The usual practice of having schools open only ten months in the year and the vacation period of July and August now so generally observed and apparently so firmly fixed in every walk of life, constitute too serious a menace to their success. Even in the districts where they are maintained the enrollment in July and August does not vary much each summer from 69% of the yearly enrollment.

It is difficult, if not impossible, to coordinate these schools with the other schools of the system. The terms begin at different times except in September; they graduate their pupils at different times, which would be no disadvantage if pupils graduating from an all-year elementary school went to an all-year high school, which it was assumed they would do. But they do not. Notwithstanding the establishment of such a school there is still the demand that special make-shift classes shall be formed in regular high schools for the children who graduate at the odd dates. Again, pupils graduated at the regular time from the regular schools enter the all-year high school at an odd date where special makeshift classes are organized to carry them until they can be assimilated into the regular classes. It has been suggested that the difficulty could be lessened if all-year schools had no local districts but drew their pupils from the whole city. At one time that was tried. Pupils were allowed to enter all-year schools no matter where they lived, if they desired to gain time in their courses. It was found unwise to continue the privilege, because of the confusion resulting from a lack, on the part of pupils, of stability and of fixed purpose. They shifted, back and forth, like a weaver's shuttle.

An adjustment that should be made is to change the dates of the beginning and ending of the terms to

bring the schools as nearly in harmony with the other schools as possible. The reorganization June 1 and again July 1 when about 31% of the children drop out is one cause for serious criticism. The following schedules appear to be better in every way than the one now in use. The first shows what might have been this last year and the second what might be the coming year:

Schedule I

Terms	Length of term	Vacations	Length of vacation
July 18, 1921 to October 7, 1921	12 weeks	July 1 to July 15, 1921	2 weeks
October 10, 1921 to January 6, 1922	12 weeks	December 24, 1921 to January 2, 1922	1 week
January 9, 1922 to March 31, 1922	12 weeks	March 31, to April 7, 1922	1 week
April 10, 1922 to June 30, 1922	12 weeks		
	48 weeks		4 weeks

NOTE: The same legal holidays as in traditional schools.

Schedule II

July 17, 1922 to October 5, 1923	12 weeks	June 30 to July 14, 1922	2 weeks
October 8, 1922 to January 5, 1923	12 weeks	December 22, 1922 to January 2, 1923	1 week
January 8, 1923 to March 30, 1923	12 weeks	March 30 to April 6, 1923	1 week
April 9, 1923 to June 29, 1923	12 weeks		
	48 weeks		4 weeks

NOTE: The same legal holidays as in traditional schools.

One way to make this change would be to continue upon the present plan until the end of next June. Then close the schools to reopen July 16. The work begun June 1 would need to be started again July 16, since that would be the beginning of the new term on the new plan. June 30 is the close of the fiscal year, and the year of the all-year schools should end at that time.

To have two weeks of vacation in early July would be better than, as now, in late August. Fourth of July, one great holiday of the year, would be included. Teachers and pupils are alike tired at the end of the year and would be more benefited by the break than later. More pupils would probably return to work than now stay. When the end of June comes many feel they must stop. Pupils who cease attending at this time lose credit for all they have done in June and must repeat it in September. There appears to be no way to prevent loss in this respect, for under the new plan those that enter in September would need to repeat the work done, but in review, until the beginning of the new term in October. At present classes are consolidated July 1; the new plan calls for their extension in September.

Another adjustment could be made at the same time that would be of marked advantage to the schools. Teachers who do not wish to teach in all-year schools could be transferred more easily then and others who desire to teach regularly and continuously in such schools could permanently take their places. The schools should have a permanent body of teachers; service should not be voluntary. This seems radical in view of the attachments usually made in the several schools, but thoughtful consideration of the matter makes evident the advantage to the all-year schools. The paramount desire should be to do what is best for these schools. The problem presented by the withdrawal of teachers who desire a July-August vacation is shown by the following table:

Teachers in All-Year Schools

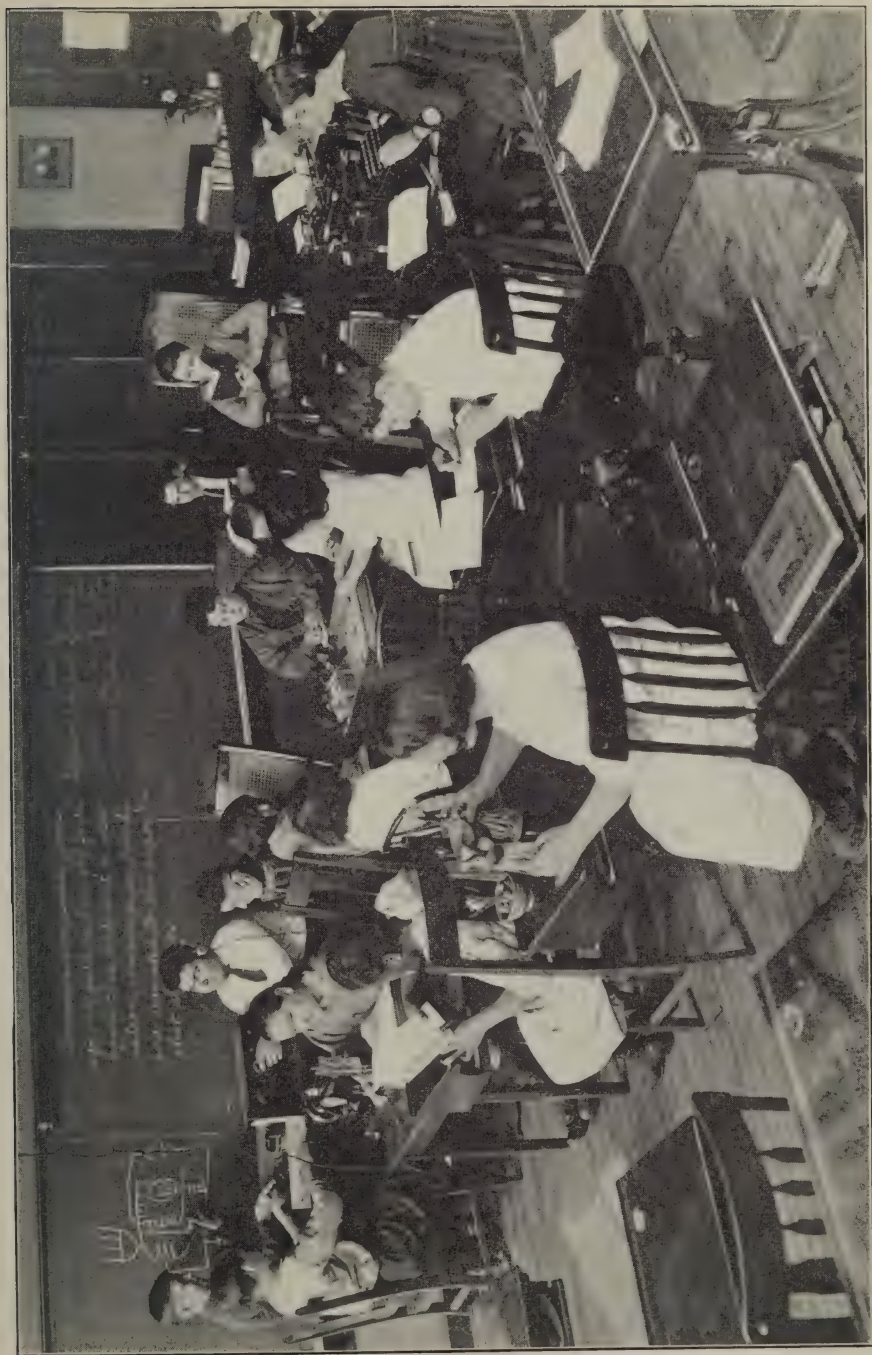
	Regular teachers in June	Regular teachers required in summer	Regular teachers who taught in summer	Per cent. needed	Per cent. staying of those needed
1919	269	204	152	75.8	74.5
1920	385	287	204	74.5	71.
1921	402	313	217	77.8	69.3
1922	548	436	352	79.5	80.9

In 1921, approximately one-third of the teachers did not stay; in 1922, one-fifth. The difference is encouraging, but when eighty-three teachers out of a total of four hundred thirty-six are absent during a two-months period, there is a loss. The practice is to place in such vacancies experienced teachers of the given grades from other schools in the city. This reduces the loss in getting acquainted with the work, but the teacher must still become acquainted with the children, a process not accomplished until the time is nearly ended.

The academic work in all-year schools has been subject to some criticism. The surveys in penmanship, arithmetic, spelling and reading showed less proficiency in these studies in the all-year schools than in the ten-months schools. Two of these surveys were made just after the schools were reorganized in June and the unfavorable results must therefore, grade for grade, be somewhat discounted in comparison with other schools. In penmanship an all-year school is first; another near the first; in spelling one was first, another second; in arithmetic and reading a few were well above the city averages. The probability is that those schools that made a poor showing would be poor schools whether all-year or not, due to a combination of causes but chiefly to the fact that the children are deficient in English, the medium of instruction and expression.

REPORT OF ACADEMIC COUNCIL

The Academic Council in 1920 was requested to study the results of the all-year schools in comparison with the ten-months schools. The Belmont Avenue and the Joseph E. Haynes schools were selected for this study and the result was submitted to the Board of Education last year. It included an age-grade study which showed that the boys progressed better than the girls in Belmont School (all-year),



GROUP WORK IN HIGHER GRADES CLASS FOR CRIPPLED CHILDREN AT BELMONT AVENUE SCHOOL

and that "acceleration is less than commonly supposed." Other tables in reference to various matters were included, one showing that "compared with the highest cost given yearly for any ten-months school, it could be shown that Belmont has operated at a cost equal to or less than the high cost ten-months schools. It is the type of organization as well as the time element that makes the all-year school worthwhile."

One of the most interesting sections of this study is that of the records of graduates of all-year schools in the high schools. Some of the facts are shown in the following tables:

Age of Pupils Entering High School, September 1912—May 1920

Age at Entrance	BELMONT AVENUE		JOSEPH E. HAYNES	
	Number of pupils	Per cent. of total	Number of pupils	Per cent. of total
10-11 yrs.	4	.5		
11-12 "	16	2.2	1	.2
12-13 "	113	15.5	42	7.7
13-14 "	235	32.2	160	28.5
14-15 "	206	28.2	206	37.
15-16 "	108	14.8	116	20.7
16-17 "	32	4.4	25	4.5
17-18 "	16	2.2	8	1.4
Total.....	730	100.	558	100.

Average age—Belmont Avenue, 14 years 1 month; Joseph E. Haynes, 14 years 5 months.

Median age—Belmont Avenue 14 years; Joseph E. Haynes, 14 years 4 months.

**High School Progress Table, September 1912—May 1920*

	BELMONT AVENUE			JOSEPH E. HAYNES		
	S. Side	Central	All High Schools	S. Side	Central	All High Schools
Entered high school.....	168	509	730	132	362	558
Left school with first year ranking.....	58	208	293	27	125	177
Left school with second year ranking....	14	76	106	20	65	97
Left school, third year....	10	23	33	12	19	34
Left school, fourth year	6	4	10	7	3	11
Graduated from high.....	44	49	98	42	43	103
Now on roll.....	36	149	190	24	107	136
Total.....	168	509	730	132	362	558

*See note on page 66.

**Distribution of Pupils on Roll May, 1920*

	BELMONT AVENUE			JOSEPH E. HAYNES		
	S. Side	Central	All High Schools	S. Side	Central	All High Schools
First Year	6	50	57	11	30	44
Second Year	15	53	71	8	38	47
Third Year	6	22	29	4	17	21
Fourth Year	9	24	33	1	22	24
Total.....	36	149	190	24	107	136

*Only South Side and Central figures are given separately because the numbers of Belmont and Haynes graduates in the other high schools have been small.

Of the 1196 Belmont Avenue graduates 730 entered high school or 61% while of the 786 Joseph E. Haynes graduates there entered 558 or 71%. The ratio of those who go to a high school stands therefore at 7 to 6 in favor of Joseph E. Haynes. This difference may be explained in part by the lack of coordination between the high school calendar and the all-year school graduations, separate classes having to be formed for the all-year graduates on December 1 or March 1. It is only during the last two years that there has been a high school to which they could go without special arrangements having to be made for them.

The mere entering of high school is not the only point to consider. Did these students persist until graduation? The figures in both cases are appalling; 442 of the Belmont Avenue entrants left before graduation; 319 of the 558 from Joseph E. Haynes also left. The ratio is slightly in favor of the Joseph E. Haynes graduates as but 14 dropped out to every 15 from Belmont Avenue.

Promotion By Years—Mathematics, English, Foreign Languages

	BELMONT AVENUE			JOSEPH E. HAYNES		
	GRADUATES			GRADUATES		
	Taking	Promoted	Per cent. Promoted	Taking	Promoted	Per cent. Promoted
<i>First Year</i>						
Mathematics, inc	1115	682	61	855	647	76
Com'l Arith.						
English	1149	855	74	870	725	83
Foreign Languages	894	566	63	689	491	71
<i>Second Year</i>						
Mathematics, inc.	323	241	75	281	217	77
Com'l Arith.						
English	553	440	80	497	407	82
Foreign Languages	372	288	77	380	307	81
<i>Third Year</i>						
Mathematics, inc.						
Com'l Arith.	101	74	73	104	71	68
English	342	286	84	317	269	85
Foreign Languages	218	186	85	204	178	87

Promotion By Terms in First Year—Science, History, Civics

	BELMONT AVENUE			JOSEPH E. HAYNES		
	GRADUATES			GRADUATES		
	Taking	Promoted	Per cent. Promoted	Taking	Promoted	Per cent. Promoted
<i>First Term</i>						
South Side	143	88	61	93	76	82
Central	195	141	72	109	88	81
All high schools	363	248	68	247	198	80
<i>Second Term</i>						
South Side	101	70	69	58	52	90
Central	151	112	74	108	92	85
All high schools	279	204	73	192	168	88
<i>Third Term</i>						
South Side	—	—	—	—	—	—
Central	33	23	70	28	24	86
All high schools	43	33	77	28	24	86
<i>Total First Year</i>						
South Side	244	158	64	151	128	85
Central	381	276	73	245	204	83
All high schools	685	485	71	467	390	84

Promotion for First Year—All Subjects Tabulated

	BELMONT AVENUE GRADUATES			JOSEPH E. HAYNES GRADUATES		
	Taking	Promoted	Per cent. Promoted	Taking	Promoted	Per cent. Promoted
<i>First Term, First Year</i>						
South Side	590	858	61	449	335	75
Central	1237	843	68	738	607	82
All high schools	1945	1265	65	1392	1097	79
<i>Second Term, First Year</i>						
South Side	447	306	68	351	265	76
Central	1009	689	68	737	589	80
All high schools	1562	1082	69	1215	949	78
<i>Third Term, First Year</i>						
South Side	—	—	—	—	—	—
Central	308	216	70	251	193	77
All high schools	336	241	71	274	207	76
<i>Total First Year</i>						
South Side	1037	664	64	800	600	75
Central	2554	1748	68	1726	1389	80
All high schools	3843	2588	67	2881	2253	78

Some of the conclusions reached by the Academic Council are:

That the all-year school with certain modifications has a place in the educational system of the city.

That all-year school districts, to embrace a number of schools, should be enlarged in order that every pupil may have a choice between the two types of school.

That enrollment in the all-year school should be limited to those pupils who will attend throughout the year, thus doing away with the disorganization which occurs at the end of June.

That the course of study still needs modification and elimination.

That since it is acknowledged that there is greater difficulty in the organization and administration of all-year schools, the authorities should spare no effort to obtain the ablest principals and vice-principals and to facilitate their work in every way possible.

That the Superintendent should be given authority to extend the ten-months course of study of the ordinary school to cover twelve months in those schools where most of the pupils come from foreign language speaking families. That, since the grouping of pupils into fast, regular, and slow groups in the ten months school recognizes the variance of capability for progress among all pupils; since probably the average and slow pupil should not be expected to work at a faster rate and also work more time each year; since psychological studies have clearly proved the futility of attempting too intensive

an academic training for a very large proportion of pupils; since all of the all-year schools have been located in congested areas of population where a large proportion of pupils will be of a non-academic type, the present attempt to accomplish ten months' work in nine months should be modified together with the effort to keep work of the all-year schools parallel to the present ten months schools.

The Academic Council deserves commendation for the highly professional spirit manifested in the conduct and preparation of this report. It is excellent, eminently impartial and just to both schools, and worthy of much appreciation.

ARGUMENTS FAVORING ALL-YEAR SCHOOLS

The principal of the Belmont Avenue School, Warren A. Roe, has submitted to the Superintendent of Schools, at his request, some additional facts in favor of the all-year plan. He says:

The all-year school, successfully administered with a population desirous of educational opportunity attains a point nearer to complete democratic elementary education for all pupils than any plan yet devised in American schools.

Such a school graduates between forty and fifty per cent. more pupils from the same school population as a ten-months school in Newark. It makes possible additional school progress of from one to four years to pupils who are eliminated from the so-called regular schools.

It reduces retardation to a minimum by keeping the flow of pupil-progress moving. It accelerates, upon the Bureau of Education standard for grade, the bright pupils fifty per cent. in numbers over the so-called ten-months school, and accelerates the slow pupils twelve and one-half per cent. in numbers. It actually enables a pupil to complete a school course in approximately seven years allowing for retardation. The ten-months school claims to graduate in eight years, but fails to note that the educationally murdered have vanished from the decimated ranks remaining.

It is important to note that the slow pupil accelerated one year by virtue of the all-year plan actually completes an elementary course in the time available. This factor inevitably reduces so-called averages in scholastic return. Until the averages are analyzed the fallacy, that standards have been lowered, persists. For example:

	Average Yearly Enrollment	Average Yearly Graduates	90%	80%	70%	Average
Ten-months School	1500	100	15	60	25	79.
All-Year School	1500	140	20	70	50	77.

Has the all-year school above failed because it secured a 77% against a 79% average in school marks or has it succeeded when from the same pupil supply it carried to graduation forty additional pupils and actually a larger number in every rank? What standard has been lowered here?

Suppose the same graduates go to high school. The all-year school certainly has not failed because the forty pupils swell the numbers who leave high school in the first, second and third years, or add to the number of failures in subjects in those years. Is that regular school which throws out of school the most pupils and with a selected group secures the highest standing in high school subjects the best school in a democracy?

The elimination of pupils from school in the elementary school is not a desirable community asset. We keep them in school and actually send them to high school in the time available in their lives for education. We consider this an achievement.

The over-age retardation in schools is a vital topic. The successful all-year school reduces the over-age situation of pupils.

Belmont Avenue Graduates

	Under 14	Over 14	Total	Per cent. under 14	Per cent. over 14
June 1912 to 1917.....	210	433	643	33	67
June 1917 to 1919.....	141	149	290	49	51
June 1919 to 1922.....	269	156	425	64	36

Most educators would consider a one hundred per cent. reduction in over-age conditions a worthwhile achievement. This over-age reduction does not appear in cross section study of the school because of the steady pupil flow mentioned above. It must be taken at terminal points in order to be comprehended.

The following table shows the number of pupils under 14 years of age and the number over 14 years of age that have been graduated from Belmont Avenue School for the entire period of the all-year plan, June, 1912—May, 1922:

REDUCTION OF OVER AGE CONDITIONS

Date of Graduation	No. under 14 years of age	No. over 14 years of age	Total No. of graduates	Per cent under 14	Per cent over 14
June, 1912	4	14	18	22	78
August, 1912	10	18	28	35.7	44.3
February, 1913	2	25	27	26	74
May, 1913	4	12	16	25	75
August, 1913	10	26	36	28	72
November, 1913	6	32	38	16	84
January, 1914	6	16	22	27	73
May, 1914	5	25	30	17	83
August, 1914	7	30	37	19	81
November, 1914	10	17	27	37	63
February, 1915	12	29	41	29	71
May, 1915	16	24	40	40	60
August, 1915	11	25	36	31	69
November, 1915	18	21	39	46	54

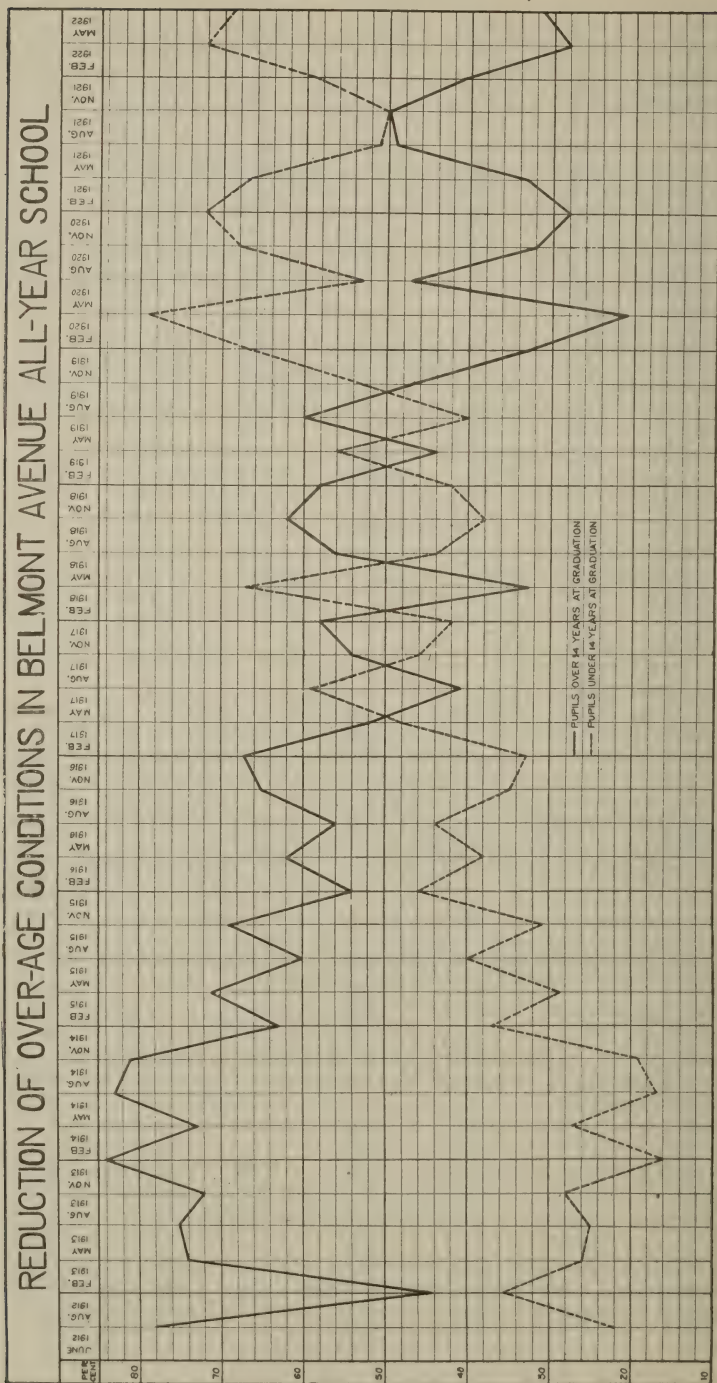
February, 1916	12	20	32	38	62
May, 1916	14	18	32	44	56
August, 1916	14	26	40	35	65
November, 1916	10	20	30	33	67
February, 1917	19	21	40	48	52
May, 1917	20	14	34	59	41
August, 1917	24	28	52	46	54
November, 1917	15	21	36	42	58
February, 1918	24	12	36	67	33
May, 1918	20	26	46	44	56
August, 1918	12	20	32	38	62
November, 1918	13	18	31	42	58
February, 1919	15	12	27	56	44
May, 1919	18	12	30	40	60
August, 1919	18	16	34	53	47
November, 1919	12	6	18	67	33
February, 1920	27	7	34	79	21
May, 1920	18	16	34	53	47
August, 1920	28	13	41	68	32
November, 1920	28	11	39	72	28
February, 1921	20	10	30	67	33
May, 1921	21	20	41	51	49
August, 1921	16	16	32	50	50
November, 1921	23	16	39	59	41
February, 1922	18	7	25	72	28
May, 1922	40	18	58	69	31

These figures are presented more graphically by means of the chart on page 72.

The all-year plan is a most economical plan. It cares for increased numbers of pupils at a decreased per pupil cost and at a lessened classroom construction cost. It is very difficult to make this clear because again the steady flow of pupils obscures the picture. Two illustrations may demonstrate this. Start a ten-months school and an all-year school with the same population. Do not replenish pupil supply. Your ten-months school must operate eight years to complete all its product. Your all-year school is finished in seven years with a larger product. Net result a whole building available for one year. September 1921 Belmont Avenue had four part-time classes. May 1922 Belmont Avenue had absorbed the two extra classes and all pupils were on full time. Why? November, March, May classes graduated. Three classrooms! In a ten-months school one class would have graduated. One room or one and one-half rooms! Project this situation throughout a school system and over a period of years and it is apparent that you gain an entire school plant every seven years and at the same time have given more educational advantages to larger numbers of children.

It is a tribute to the inherent vitality of the all-year plan that it has survived placement in the schools of greatest educational difficulty and under the heaviest administrative handicap.

If the all-year school is valuable, it should be denied to none. If undesirable, it should be inflicted upon none. Given freedom of operation, it ought readily to prove conclusively its intrinsic value.



There is a striking statement in the report of the Academic Council calling for thoughtful consideration. It is based upon the study of the number of grades repeated by individual pupils from the time they entered the schools. It reads, "It is a debatable question whether rapid, regular, and slow classes in ten-months schools, properly administered, with a summer term for redemption of failure are not as effective in accelerating pupils as the all-year plan." It must be remembered that all-year schools were established largely because of the "acceleration arguments." Were they sound? It is important to know. Many all year graduates fail in the high schools because of immaturity and inadequate preparation. These pupils are of foreign parentage, all year schools having been established only in neighborhoods where the foreign born live. Would it not be more reasonable to give such pupils twelve months rather than nine months for their yearly task and substitute for the "acceleration" basis one of "more thorough preparation?"

In view of the fact that the July-August salaries of all-year teachers in 1921 amounted to \$171,756.55 and the estimated salaries for the same period in 1922 is \$196,500, the "debatable question" is of great importance. The summer schools are much less costly to maintain. Another question, too, forces itself upon the attention, "Are not the all-year schools too expensive?" This suggests still another, "As the teachers reach the higher levels of the new salary schedule, will the expense not be inordinate and burdensome?" If so, we should know it now. The report states that "the all-year school needs modification not destruction." If its advantage over the ten-months school with a summer school for retarded pupils is debatable, it seems the possibility of saving \$200,000 this year and \$300,000 or more each year in the future should not be ignored. It is unwise to

base a final decision upon so narrow a basis as the study of one school. It is clear, however, that there should be no long delay in further study of the matter.

The "debatable question" calls for an immediate and searching investigation—more extensive and more comprehensive than the one made—of every school included in the all-year system.

ALTERNATING SCHOOLS

Since the last report was published two more schools—Franklin and Hamilton—have been made alternating schools, bringing the number to twelve. This plan of organization provides for 30% to 40% more children in a school because the shops, gymnasium, and auditorium are in constant use throughout the day. In this manner a large number of pupils have been accommodated that otherwise would have been on part time or in improvised classrooms of an unsatisfactory character.

The alternating plan of organization has greater value from an educational viewpoint than from the viewpoint of saving building expenses, although that is of tremendous importance in view of the fact that to provide for the excess number of children now in alternating schools, if these schools were abolished, would require \$1,092,000 for additional classrooms alone. One great argument in favor of such schools is that the lengthened day gives time for instruction in all the subjects and reduces the educational waste.

One of the most persistent objections to the alternating plan is the lack of a uniform lunch period. Families having several children each coming home for lunch at a different time complain of the annoyance. The fact that children come and go to school at different times is another objection. The children congregate in the streets and are in great danger from the heavy traffic. With adequate school yards this fault could

be lessened but not wholly corrected, for the noise would disturb the classes in session. Among other objections is the too extensive use of the departmental system for children below the seventh grade which is a disadvantage inasmuch as the young children lose the benefit of the steadying influence of one teacher. The most serious criticisms, however, are that it is difficult to fix responsibility for ineffective work, and that the cost of the schools is great.

When these schools were first introduced, because the buildings were crowded with children and because they were not designed for such a scheme of organization, each principal was allowed to formulate the program for his school. Faults were overlooked or condoned in order to meet the immediate need. It was assumed that in time adjustments could be made since the plan had some degree of flexibility. This is exactly what has taken place in all cities where such a plan has been in use. It is the history of every forward movement in schools as well as in other institutions.

NEW PLAN OF ORGANIZATION

Using the principles and suggestions submitted by the Superintendent at a conference with principals of alternating schools, Mr. Alexander J. Glennie worked out a new type of program which is now in use in the Hamilton School. It is a most excellent one and the usual criticism against alternating schools enumerated in a foregoing paragraph are robbed of their force and are not applicable to this school. Pupils come to and go from school at the same time; they have the same lunch period; the lower classes are not departmentalized; responsibility for the work can be fixed; and the cost is less. The number of pupils that it is possible to accommodate in a building of a given size is not as large, however, as the older type of alternating plan permits. For lack of room, there-

fore, it is not possible, at this time, to put these latter schools on the new program.

The program is a combination of the alternating plan for all work and the intensive plan for special work. It provides one-hour periods in 10-week cycles for woodworking, printing, sewing, cooking, art, and any other subjects that may be assigned, suitable to the grade. It provides 45-minute periods for arithmetic and English, and 30-minute periods for the other academic subjects. Its continued use may reveal defects that will need to be righted but it appears to be satisfactory in most of the essential features. These are stated by Mr. Glennie as follows:

I. A group of classes engaged, one hour periods, for ten consecutive weeks in

	<i>Boys</i>	<i>Girls</i>		<i>Boys and Girls</i>
(A)	Woodwork Printing Any other activity	Cooking Sewing Millinery	(B)	Art (Drawing)
	-or-			
	Boys and girls together in any suitable activity			

At the end of the first cycle of ten weeks (or half-term for all-year schools) the A group takes the B activity, and the B. group takes the A activity.

II. An equal group (not essentially equal, but preferably, since groups I, II and III contain, at one time, all the X school, and at another time all the Y school), engaged for one hour in the half-hour special activities, as follows:

(C)	Gymnasium	(D)	Science, Library, or any half-hour activity.
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Note:—If the number of alternating classes in the school requires two gymnasiums, it is evident that there are elastic possibilities of assignment for the pupils of this group not in gymnasium.

Examples: One gymnasium would take half of group II boys; the other gymnasium would take the girls of the same classes. The other classes, in 3 or 4 rooms, for the first half hour, may be assigned any work suited to their needs or capacities. The second half-hour of the period the gymnasium and classroom or library group reverse. The point is that everybody has 30 minutes a day throughout the term which may be given to one subject continuously for the term, or to two subjects in a scheme of alternation which may be daily, weekly, or in longer cycles without any effect on the program.

III. An hour of half-hour special activities made up as follows:

Auditorium

Music

Penmanship

Like the gymnasium program, the auditorium program is continuous for the whole term. In the matter of music and penmanship the time to each may be 15 minutes daily; 30 minutes each on alternate days, or weeks, or cycles, without interfering in any way with the basic scheme of the program.

The outstanding advantages of the new program are (a) the opportunity to teach the modern curriculum with a designated and apportioned time, in proper ratios, for every subject, (b) the adjustment of the academic and special subjects so that the time of the former is not encroached upon, and (c) the fixing of responsibility for the quality of work done. Charles H. Gleason, Jr., Assistant Superintendent in charge of these schools has devoted himself assiduously to a study of their problems, and considers the "fixing of responsibility" of very great moment.

Alternating schools can be standardized and they should be extended throughout the city. Instead of additions to Avon, or Moses Bigelow, or Burnet, or Hawthorne, or Fourteenth Avenue, or other completed schools located in growing neighborhoods, the school should be organized, when large enough, on an alternating plan—twelve, sixteen, twenty, or twenty-four or more classes as the need requires, the lower grades being kept on the regular plan. The convincing advantages of an alternating school are the use of the entire building all day, the socializing and Americanizing work of the auditorium period, the supplementary work in all subjects by visual education, the relief of drudgery in school work by variety, the training in self-control by the enlarged opportunities such a school affords.

JUNIOR HIGH SCHOOLS

Newark established three junior high schools as an experiment in 1917-18. That the schools have been successful is conceded. The instruction has, generally,

been of a high order and the pupils have made records in scholarship that are very commendable. The per capita cost for ninth grade pupils is much less in junior than in senior high schools and the economic waste of a high rate of mortality is practically saved.

The genesis of the junior high school is found in the tremendous retardation and mortality in the ninth year in senior high schools throughout the country which led to much discussion and the proposal of various remedies. Among these was that of a new institution to take over the ninth grade of the high schools and the seventh and eighth grades of the elementary schools. A fertile field for this suggestion had been prepared in the recommendation of the famous Committee of Ten of the National Department of Superintendence that the elementary school curriculum be enriched by the introduction into the seventh and eighth grades of some subjects of the high school. The effort was at first made to do this in the elementary schools, but the experiment was only partially successful. A different type of organization was seen to be necessary, and it has gradually taken form in the junior high school.

Already this new type of school has demonstrated conclusively that it can hold its pupils through the ninth grade and that a larger number of them do successful work than in the senior schools. J. Wilmer Kennedy, Assistant Superintendent in charge of high schools was, during the last year, requested to make a comparison of ninth grade pupils in senior and junior high schools in our own city. He submitted a report, the findings of which are contained in the following excerpts:

With a view to ascertaining what the junior high schools are doing and how much to repair the losses of the ninth grade, I have prepared a table of promotion averages for this grade in all high schools, of which the following is a summary:

<i>Schools</i>	Number enrolled in various subjects	Number pro- moted	Per cent. promoted
Senior High—A	2,777	1,660	59.7
B	2,113	1,600	75.7
C	1,883	1,385	73.5
Junior High—D	659	602	91.3
E	521	436	83.6
All-Year, Senior—F (4 terms).....	10,785	7,866	72.9
All-Year Junior—G “	2,945	2,614	88.7
Total—all schools.....	21,683	16,163	74.5

<i>Subjects (Major)</i>	Number enrolled	Number promoted	Per cent. promoted
English	5,269	4,057	76.9
Latin	1,685	1,079	64.
Modern Languages	2,164	1,625	75.1
History and Civics.....	2,580	2,018	78.2
Mathematics—Algebra	2,011	1,325	65.8
Commercial Arith.	2,341	1,760	75.1
Technical Math.	589	408	69.2
Science	1,856	1,453	78.2
Stenography	426	346	81.2
Typewriting	478	418	87.4
Bookkeeping	2,284	1,674	73.2
Total, all subjects.....	21,683	16,163	74.5

In order to secure a uniform basis for comparison the senior high schools and junior high schools with a year of ten months are compared, and the all year senior high school is compared with the all year junior high school. In the latter, in order to get a broader basis, the promotion percentages at the end of each quarter of the year 1920-1921 were selected.

The first comment to be made is the very obvious one, that in every study selected and in both types of schools the junior high school promotions are well above those of the senior high. The differences are so marked as to make them highly significant. To put it concretely—out of 100 pupils enrolled in the 9th year in schools running 10 months, the junior high schools are promoting 25 more than the senior in algebra, 26 more in modern languages and 22 more in Latin, 24 more in stenography, 28 more in commercial arithmetic and 31 more in bookkeeping.

Latin and algebra in the table show the highest rate of failure. The promotion percentages of one school in these two studies are so far below any other school as to call for an investigation of conditions and causes leading to such disastrous results. Inquiry among the instructors elicits the explanation that low percentages in these studies are largely owing to the presence in the student body of a high proportion of pupils who do not grasp instruction given in the English tongue. They speak another language at home. The instructors reinforce their contention with copies of examina-

tion papers written by pupils. These papers raise the very serious question as to who certificated such pupils for admission to a high school where they hopelessly and impotently flounder.

I have studied the examination papers sent in June in many major studies of the 9th year for the purpose of discovering something of the standards of the different schools. An examination paper should at least show minimum essentials in that study.

The promotion percentages in algebra were 48.3%, 65%, 71.2%, 80%, 83.8%, 85.4%, 88.7%, the last three being junior high school ratings.

The senior high school having the highest percentage of promotion (80%) in this study set the most difficult examination in June.

A junior high school promoting 83.8% in June set an examination of fifteen questions—12 required. A number of the 15 questions contained many parts—making a paper of unusual length but comparatively easy as many examples could be solved orally.

The school having the lowest percentage of promotions in the subject set an examination of 25 questions for 1B—requiring all to be answered. The majority however, were very simple and could be done orally.

A junior high school set a 9A examination of 7 questions—but counting the parts of many questions, they aggregated 19—all pretty stiff algebra. The percentage of promotions was 85.4.

An inspection of the test papers in algebra leads me to conclude that there is little uniformity in the tests—some short, some long, some easy, some difficult. The significant thing, however, is that the character of the papers bear little or no relation to the promotion percentages. A possible explanation may lie in the value given the examination in determining promotions. Most schools give a value of one-third.

The factors entering into promotion are many and diverse. There is one factor, however, that is hard to eliminate or even modify. I refer to an attitude of mind that regards the school as a machine for separating the sheep from the goats and not as a service or life saving station where as many as possible are to be saved for the higher life.

In most communities the junior high school comprises the seventh, eighth, and ninth grades housed in a building of its own where there are shops of different kinds for prevocational work. The seventh and eighth grades have been taken from surrounding schools, thus providing more room for the congested lower grades. To be sure this makes it necessary for the older pupils to walk farther to school; the compensation is the differentiated courses of study, the depart-



LUNCH HOUR—CRIPPLED CHILDREN'S CLASSES AT ALEXANDER STREET SCHOOL. ATTENDANTS IN CHARGE

mental system of teaching, the dignity and importance of being a high school pupil. To extend or not to extend the system of junior high schools is a matter for careful study and consideration. Shall Newark establish a junior high school in the northern section, one in the southern section, and one in the eastern section?

If this question is answered in the affirmative there are alternates from which to choose in two of the cases. In the northern section a junior high school could be built on the Parker Street site now owned by the Board and the seventh and eighth grades of Franklin, Summer Avenue, and Abington Avenue schools could be collected there. Or, Franklin could be made a junior high and be relieved of many pupils in the lower grades by the new school on the Parker Street site, and the seventh and eighth grades of McKinley, Franklin, Summer Avenue, and Webster schools could be collected there, thus providing additional room in each building for the lower grades. In the eastern section about the same conditions are presented. A junior high school could be established on the Walnut Street site and the seventh and eighth grades of Montieth, Lafayette, John Catlin, South Market Street, and Carteret could be collected there, leaving room in each building for the lower grades. Or, the Lafayette School could be relieved by a new building on this site, and either Monteith or Lafayette could be made a junior high and the seventh and eighth grades of South Market Street, John Catlin, Monteith or Lafayette could be collected there, leaving room in each vacated building for lower grades.

The present junior high schools are large and have pupils enough of their own to support good sized schools without taking grades from other schools. About one-half of the present enrollment of the Cleveland School is composed of pupils of the seventh,

eighth, and ninth grades. Seventh and eighth grades could be collected in this school from the Milford, Belmont Avenue, Fourteenth Avenue, and South Tenth Street Schools, and its own grades from the first to the sixth could be distributed among these schools. The alternate proposed for this has been to collect in the Montgomery school the seventh and eighth grades of Charlton Street, Belmont Avenue, Joseph E. Haynes with its own and to scatter its lower grades among the schools mentioned. The chief reason for not following this plan is the fact that our elementary and alternating schools are already equipped with sufficient shop facilities and the whole school system is doing manual work of great excellence. In communities where this is not the case and decision has been made to introduce extensive manual activities in the seventh and eighth grades, this junior high school plan is the least expensive way to do it.

The foregoing paragraphs outline one policy that might be followed in the extension of the junior high-schools. It is a mere illustration and is not a recommended solution of the problem. The congestion has not been great enough to require that this be done. The matter of accommodating pupils will be solved for years by the extension of alternating schools and need not be considered in connection with junior high schools. They have another function.

The other policy is to develop in addition to the present junior schools certain very large schools into junior high schools without regard to collecting grades from other schools. It has been demonstrated in Newark that it is well to keep the schools as near as possible to the homes, thereby holding pupils in school. The opportunities of junior schools could be open to pupils of all surrounding districts who desire to avail themselves of the chance to take up secondary studies earlier than in the senior high schools. If this were

adopted, two, or, at most, three more schools would be a sufficient number. This seems to be the right policy for Newark in view of the prevailing conditions. The important matter is to decide the policy to be followed before the time arrives to build on the Parker or Walnut Street sites.

SENIOR HIGH SCHOOLS

The growth of the high schools has recently been notable, showing clearly the appreciation of secondary education as a preparation for the responsibilities of adulthood. The total enrollment for each of the last five years was:

1918—5,270
1919—5,050
1920—5,372
1921—6,388
1922—6,915

The numbers do not include the ninth grade pupils enrolled in the junior high schools. There were 967 of these during the last year. The problem created by the demand for secondary education may be better realized in comparing the enrollment with the normal capacity of the several schools. Barringer and South Side were built to accommodate 1,200 pupils each. East Side 1,000, and Central 1,400, making a total of 4,800. These schools are now over full.

The excess of some 2,100 pupils in these schools makes additional accommodations imperative. The new 1,400-pupil West Side High School building and the additional wing of the East Side building recently recommended provide only for this overflow. By the time the buildings are ready there will still be a surplus, if the normal growth, which is to be expected, continues. However, since that is in the future, and requires a large sum of money not obtainable at this time, the immediate pressing need should be supplied as soon as possible.

The question will at once be asked as to the character of the new school. It is but a few years ago that a great wave of enthusiasm for vocational education swept over the country, due to the success of vocational and technical training abroad. Many technical or manual training schools were established with the confident belief that they would meet the need for vocational training; that is, the objective at the time was avowedly vocational. It was then that the East Side and Central High Schools were opened. The conditions have changed. For Newark, the Seymour Vocational and the Girls' Vocational Schools will provide full opportunity for vocational education for both boys and girls and those desiring to prepare for the trades should enroll in these schools. The new high school should be of the type to permit the teaching of academic and commercial subjects and should have laboratories and some limited shop equipment but not the extensive shop equipment of the present technical high schools. It does not seem wise to include technical courses in the new school. In case there should be an unlooked for demand for this kind of work, shops in a separate building could be constructed on the grounds of the new high school.

TECHNICAL CURRICULUM

There was considerable discussion in the early part of 1921 about the desirability of removing the shops from the two commercial and manual training high schools to the Seymour Vocational School when ready for occupancy. The technical curriculum, providing work in joinery, sheet metal, pattern making, forge and foundry, machine shop, and mechanical drawing seemed to some unnecessary, although the curriculum had a double objective; first, to prepare boys to enter the industries; second, by substituting foreign languages for some shop work, to prepare boys to enter engineering schools.

The question presented was: Shall the technical curriculum be continued in the two high schools? There were arguments which seemed to justify a negative answer to the question. One of these was that the time is insufficient for pupils to acquire the skill of the apprentice, and another that the engineering colleges prefer to have academically trained rather than shop trained pupils. Another, was that the cost of equipping the Seymour School would be reduced by using the best of the equipment already owned by the Board of Education. There were, however, convincing arguments in favor of an affirmative answer.

The technical schools of the country with few exceptions, did not at first enroll large bodies of students. Few boys even at fourteen were willing to select a trade. They wanted an education. Their parents wanted them to obtain an education. It became evident that adjustments must be made so that pupils could prepare in these schools for admission to higher institutions of learning if they so desired. Schools in which this was possible succeeded. Others, when this important change was made, increased their enrollments and became very popular. It was so in the case of these two schools in Newark when the change was made to a double objective. The following excerpts from the history of the Mechanic Arts High School of Boston, written by Assistant Superintendent John C. Broadhead, illuminate the whole problem:

The Mechanic Arts High School was established in 1893. Organized as a Manual Training school, with equipment and courses based on the best practice of similar schools of earlier foundation, its membership rose rapidly from 160 in 1895 to 652 in 1902. (It permitted college preparation.) In this year the limit of capacity of the school was reached as far as the entering class was concerned and therefore by 1907 the membership had increased to but 777, the increases coming in the upper classes only. In 1908 the addition to the building became available, when the enrollment immediately shot up to 1,150 and thence rose through the succeeding years to the high-water mark of 1,506 in 1913. The graduates of these classes went out directly or after work in higher institutions into many lines of industrial, technical, professional and business en-

deavor where they have reflected credit upon themselves and the school by material success and civic service.

During several years previous to 1913 the School Committee, zealous that this school together with other high schools should be of service to more of those graduates of elementary schools who could not count upon further formal training than that offered by a public high school, considered the advisability of making radical changes in its curriculum. A series of studies of the school were made by special committees and individuals, culminating in one made in 1914 by Dr. C. A. Prosser, now director of the Federal Board for Vocational Education. Based upon this report a new course of study was introduced in September, 1914, and this has since been in operation until September, 1919. This course of study precluded the possibility of graduates going to higher technical schools and made the shops of the school the point of departure in all instruction, practical applications becoming the dominating factors in the choice of subject matter and methods of instruction. It was felt that pupils might well prepare for technical colleges in other high schools. It was believed that a large number of boys with native mechanical aptitude, not then seeking high school training, would gladly enter a secondary school furnishing much more intensive training for specific industrial ends. It was believed that it was practicable to select such boys and direct them to the school which offered this training. It was hoped that the choice of school would thus be made more intelligently and that consequently the percentage of persistence of attendance in each class would be considerably increased.

The loss in the enrollment when the school was made purely vocational was very significant. This action caused a drop from 1,506 in 1913 to 808 in January, 1919, with a tremendous increase in per capita cost. The change when the curriculum was re-adjusted in 1919 allowing pupils to prepare for admission to higher institutions is noted in the report of the Superintendent of Schools for 1920. Mr. Broadhead says:

This is a complete reversal of the tendency of previous years that is most gratifying. An additional fact of interest is, that not only is the total enrollment larger but there has been in the upper classes an appreciable gain in percentage of persistence, that is, less pupils are terminating their courses before completion.

An additional proof that the revised courses commend themselves to the public is revealed by the fact that many boys who entered the school before the new courses were adopted are taking advantage of the new courses to equip themselves for still higher education. The number of boys thus interested in equipping themselves for higher education will average 50 per cent. of the upper classes.

The history of the Boston Mechanic Arts High School was too important to be disregarded. It indicated that Newark should retain in its two manual training or technical high schools the technical curriculum with the two objectives which experience led us to adopt.

The Superintendent of Schools, having been authorized to obtain such assistance as he might desire in making the study of the matter of removing or retaining the technical curriculum, invited Dr. David Snedden, one time Commissioner of Education of Massachusetts and then Professor of Education at Columbia University, to assist him in the study and investigation he was making of the problem. Dr. Snedden is an educational expert and authority in the field of vocational education. His findings supported the position that the technical courses with the two objectives should be retained in the technical high schools. The following quotations from his report, favor this action:

In spite of some popular beliefs to the contrary, the educational aims now realized by technical schools, are not unlike those realized by other high schools (exception being made for clerical or so-called commercial courses for girls, wherever found.) Like other high schools equally well administered they: (a) attract only the more able graduates of elementary schools; (b) so prepare most of their ablest and most persistent students that these can, on graduation, enter, if they desire, higher institutions of learning; (c) are so selective of native ability that their graduates, as well as many of their pupils who leave long before graduation, are much in demand by employers of promising young workers; and (d) give as good a general education as our present knowledge of the objectives and methods of liberal education make possible.

Technical high schools are not vocational in any adequate sense of the term—that is, students taking certain shop courses are not thereafter expected by employers to come trained as trade workers in these lines.

In considering the matter an outstanding fact aside from the tables of enrollment and persistence of pupils was: that the modern world is a world of machinery, of manufacturing, of invention in the useful arts, of electricity. Educational organization and practice

should recognize the educational value of the technical or practical subjects based upon this fact as a preparation for this progressive industrial world. The academic subjects are not lessened in value by the recognition of the value of the practical subjects for general education. These latter subjects are better suited and more attractive as educational means to a large body of students than the academic subjects. They have educational value when pursued as a modern means of culture and vocational value when intensively studied to acquire skill to follow the trades they represent. The distinction must be kept clearly in mind. The misconception that vocational education could be given in a technical high school instead of in a trade or vocational school is now recognized. Dr. Parmenter, Head Master of the Mechanic Arts High School of Boston, commenting upon it, says:

The reaction from this misconception of educational values and processes will be a nation-wide movement to improve the curricula of secondary schools by giving to the manual arts the high place to which they are justly entitled as factors in the general education of youth. Emphasis will be placed upon the development of mechanical intelligence, the acquisition of the skill that is needed in numberless employments, and the mastery of principles and processes of wide application.

Dr. Snedden, with the same thought in mind, reaches the same conclusion. He says:

Technical courses, perhaps differing in some respects from those now offered, should be continued in such high schools of Newark as now have them; but it should be clearly understood that such courses are offered primarily because of their value for general rather than for vocational education. Since the character of the equipment used, and the amount of time now given, in some of the shop courses (notably the machine shops) have been affected by earlier intentions of giving specific industrial training which are not, and under the conditions, cannot adequately be realized, reductions and simplifications of shop work in technical courses might well be contemplated. The foregoing conclusions rest on these considerations:

a. Shop courses of certain kinds do make contributions to the general education of certain types of boys (and girls also) no less important than more academic courses.

b. But for purposes of general education shop courses should probably consist largely of hand work, supplemented by just suffi-

cient experience with power driven machinery to develop appreciations of what various machines are for and of their general character.

c. Shop courses should not resemble those laboratory courses in physics, chemistry, etc., which are designed to give exact knowledge. Rather they should resemble courses in general science or nature study designed to extend general experience, to develop appreciations, and to promote mechanical interests.

d. It is not essential for the purposes indicated, that shop courses employ expensive equipment, except as examples for illustrative purposes.

e. All experience seems to point to the especial desirability of shop courses for boys of mechanical inclinations between the ages of 12 and 16, or corresponding to grades 7 to 10. It is doubtful if shop courses are important, except in rare instances, as means of general education for boys over 16 years of age, though pupils of this age, not having taken shop courses earlier, should always be permitted to elect courses provided primarily for young pupils.

f. Assume the case of a boy of mechanical bent who, after one or two years in the technical high school, determines to become a skilled mechanic, influenced in this perhaps by the "sampling" work he has had in the 9th and 10th grades. Has he anything to gain vocationally by continuing in the shop courses of the technical school? Probably not. He probably should, if he desires to complete a regular high school course, take up for the rest chiefly academic studies. Otherwise, he should go to trade school or enter apprenticeship.

g. The technical high school student who intends to enter college finds it necessary to replace shop work with foreign languages in the second, third, and fourth years. Such students will frequently find it desirable to prepare at least two units of mechanical drawing. Hence only the exceptional student preparing for college can carry any considerable amount of shop work in the last two or three years of his course.

After thorough study and full consideration of the recommendation that the technical curriculum be retained in the program of studies for the technical high schools and that the several courses be revised and adjusted more definitely to prepare boys to enter engineering schools and to give the best practical education to boys who cannot go to college but who desire technical rather than academic or vocational education for the practical affairs of life, it was adopted. This made it possible to provide for students of "less bookish bent" a means of education on a par with the academic subjects, or, in other words, preparation for a

world where machinery and electrical inventions play an important part. It must be clearly understood that it differs from the vocational curriculum of the vocational school. The field of the latter, too, must be recognized as worthy and acceptable, and better adapted to the needs of certain boys.

Dr. Snedden, knowing the misunderstanding which exists in the public mind as to the differentiation of technical high school courses and trade courses in vocational schools, and the trend of thought in the minds of educators in reference to the matter, says:

It is of the utmost importance, in a democratic scheme of public education, that each type of school, serving worthy purposes, should be held in as high public esteem as any others, and that pupils should transfer freely from one to the other when their best interests demand it. Newark is now providing a large and well-equipped industrial school for boys in which it is designed that trades in their earlier stages shall be thoroughly and practically taught. All the teachers of Newark concerned with advising pupils will be expected to support and recommend each type of secondary school, including the trade schools, without disparagement, but according to the best interests of the various types of pupils.

The technical courses now found in the technical high schools provide that students in the third and fourth years may specialize to the extent of from one-fourth to one-third of their time on one line of shop work. The original intent of this arrangement was, doubtless, to provide for vocational specialization. But, in view of the fact that the Newark trade school will provide for the direct and positive training of machinists and other trade workers, the actual purposes and possibilities of the specialized shop training in the technical high schools should be carefully re-examined. If it is to be continued for vocational reasons the actual vocations to be prepared for, as well as the probability that pupils specializing in this shop work, will later enter these vocations should be studied. It may well be doubted whether it is profitable that public funds be invested in shop courses as a part of *general* secondary education to an extent greater than called for by five hours for a half year respectively in cabinet making, sheet metal work, forge and foundry, and machine shop—to which might be added printing, and electrical work if facilities permitted.

CHANGES IN PROGRAM OF STUDIES

An adjustment of the technical curriculum was made following as many of Dr. Snedden's suggestions as possible. The other curricula were thoroughly revised as to subject matter by various committees of

teachers appointed for the purpose. The aim in doing this was to keep the courses abreast of the increase in knowledge and of practice in the best institutions of the country. Agreement was reached as to the arrangement of the social sciences in the different schools. German was reinstated after peace was declared between the United States and Germany. This was done because a knowledge of the language is one of the elements of a modern scientific or cultural education. During the last year 367 pupils in the four senior schools elected to study it. Without doubt, the number will soon be larger. Italian has made its way in the Barringer and in compliance with numerous requests it is recommended that it be introduced into Central. Other important changes include: (a) the names of three curricula have been changed—College Preparatory to Classical, Arts to Fine Arts, Home Economics to Practical Arts; (b) the English course is expanded to cover library work; (c) a course in biology is to supplant the course in general science; (d) the several courses in mathematics have been adjusted to embody the suggestions of the National Committee on the Revision of Mathematics, which means a new course in elementary mathematics consisting of material selected from arithmetic, algebra, geometry, and numerical trigonometry, a year of intermediate algebra, and one of plane geometry; (e) an adjustment of all courses to the all-year plan now in use at the Central High School; (f) the introduction of a scientific curriculum wherein science is made the core as the social studies is the core in the general, and the foreign languages in the classical curriculum. This revised program of studies will be submitted to the Board of Education for adoption early in the new term.

American schools are frequently criticised because the results of the instruction in modern languages do not compare favorably with the results secured in

European schools. The reason for this is that the study is not begun soon enough by American children. Insufficient emphasis, too, is placed upon speaking rather than reading the strange language. In junior high schools, it is now possible to begin the study of foreign tongues one and two years earlier than before such schools were established. Aural work is gradually receiving the attention it merits. In view of this fact the aural tests given at the South Side School are of particular interest. Instructors were chosen to give this test in grades in which they had not taught, so the voice would be unfamiliar to the pupils. They were requested to select for the test stories containing only the vocabulary of the respective grades and to read them before the whole department for criticism of pronunciation, articulation, and cadence. The test consisted of a dictation one-half to a minute in length, a questionnaire based upon the story, and the reproduction of the story in English, for first year students; in the foreign language, for second and third year students. About seven hundred students were thus examined in one and one-half hours with very satisfactory results. Such aural examinations have been given before, but not with such precision and satisfactory results as this. It is a long step forward in the instruction in modern foreign languages.

REPEATERS IN HIGH SCHOOLS

The high schools suffer a serious handicap by reason of the fact that there is no rule whereby pupils who repeatedly fail in their work can be deprived of the opportunity of attending the high schools. Years ago only pupils who passed entrance examinations were admitted to these schools as only pupils who pass entrance examinations are admitted to college. The examinations were discontinued to save nervous strain on the children and to remove a dam which held back many from the higher schools. The argument was

that the elementary teachers should and did know who were fit to enter high school and their judgment should be the basis of admission. Rules were made placing the responsibility upon 8th grade teachers and principals. This change makes it advisable to fix a standard of attainment which must be reached by students who are to remain in the high schools. It is true that it is in keeping with American ideals for all children to have the chance to get an education as complete as they are fit to acquire. In many cases, however, it might have been better for them to remain in the elementary schools where they could have gained a higher degree of efficiency in the essential studies. It has been deemed wise to allow them to go to high school to get what they could acquire rather than to remain with younger children. This may be right, but surely no one can argue with reason that after the misfits have been given the privilege once, twice, thrice, and more times that they have been treated unjustly.

The problem may be made concrete by a study of the following typical cases of retardation taken from one high school:

Retarded High School Pupils

Student	Grade	Date of Entrance	Terms in High school	Points Obtained
A	3B	Feb. 1916	13	17
B	2A	" 1917	11	12
C	3B	Sept. 1917	10	15
D	3B	" 1917	10	17
E	3B	Feb. 1918	9	16
F		" 1918	9	3+4 (summer)
G		Sept. 1918	8	6+3 (summer)
H		" 1918	8	2+3 (summer)
I		" 1919	6	1+3 (summer)
				+1 (condition removed by examination)

The serious nature of the case is made clearer by stating that students A, B, C, D, and E are about half

way through the four-year course, the first having taken six years to accomplish this much. At the same rate this pupil will require twelve years to complete a four-year course and will have cost the city the price of educating three students instead of one. Pupils who fail twice, or, at most, three times to make their grades have had a reasonable chance and should be forced to leave the schools. The expense of carrying pupils who fail term after term is great. If such failure is due to indifference or social engrossment or similar causes, the school should be relieved of the burden of trying to educate such pupils; if due to inferior mentality, relief is more surely needed. But, it might be argued, education is for the benefit of the state and not alone for the individual. True, but when the individual is negligent or indifferent he should be brought to bar and made to understand that his part is to apply himself so that both he and the state shall be benefited by the generous provision made for the welfare of both. If incompetent, the best interests of the school and of society require that work better fitted to prepare him or her for a place in the work-a-day world should be found.

NEWARK JUNIOR COLLEGE

The college, an extension upward of the high schools, has fully developed the first two years of college work, according to clearly defined and well established collegiate standards. The grade and character of this work are evident upon inspection, but there is more convincing proof of its merit in the records which have been made by its graduates who have been admitted without examination to the junior classes of Princeton, Rutgers, Johns Hopkins, Pennsylvania, Maryland, Georgetown, Washington, Syracuse, New York, Cornell, Brown, and Chicago Universities, as well as to other institutions of unquestioned standing and of highest rank. Reports have been received which establish beyond dispute the value

of the preparation given. The thoroughness of this preparation can further be assured when the personal and professional qualifications of the faculty are considered. The instructors are notable for superior academic preparation, for devotion to the teaching office, and for skill and power in its exercise. The meritorious results suggest that their service entitles them to the most cordial commendation. Grateful acknowledgement is assuredly due them for the pioneering they have so gladly done in the college.

The Newark Junior College is a college of liberal arts and sciences with some additional courses of collegiate grade. Its program of studies includes the usual liberal courses in languages, mathematics, sciences, history, economics, and philosophy, leading to the B. A. and Lit.B. degrees. These courses prepare, too, for the B. S. degree in scientific, commercial, secretarial, and journalistic studies. There are also courses leading to degrees in civil, electrical, mechanical, mining, and chemical engineering, and in dental and medical science. The two last mentioned meet fully the requirements of one and two years respectively of collegiate work in a college of liberal arts and sciences, as prerequisites for admission to the professional schools. The aim and scope of the work are clear, the organization is complete, the administration is successful.

During the four years of its existence the college has graduated seventy-six students—June, 1920, 17; January, 1921, 9; June, 1921, 26; January, 1922, 6; June, 1922, 18. Many others have benefited by its influence and its opportunity. In 1921, Baccalaureate Sunday was June 12 and the sermon was preached by the Rev. Dr. Henry R. Rose of Newark. The Commencement was the following Tuesday night and the speaker was Dr. William Starr Myers of Princeton University. In 1922, Baccalaureate Sunday was June 11, and the

sermon was preached by Rev. Dr. Warren W. Giles of East Orange. The Commencement was on June 13 and the address was delivered by Dr. Charles A. Richmond, president of the Union College. Each year the college lost students who expected to transfer on graduation to medical and dental colleges in New York but found themselves unwilling to incur the risk created by the refusal of the New York authorities to recognize and approve the Newark Junior College.

This handicap is due to the fact that the legal definitions in New York do not cover work done in a college offering less than four years of work. The prerequisite for admission to the medical schools of that state are "two years of work in a college of liberal arts and sciences," and it is required that such a college shall *offer* four years of work. This requirement has been interpreted as a safeguard for the preservation of the old time American college. The evolution of a new institution, the junior college, requires an adjustment of these definitions. New York has suggested that we offer four years of work as a prerequisite for her approval. To offer four years of work for the sake of gaining approval but to give only two is surely less to be commended than to offer and to give two years of work of unquestionable collegiate grade and call it junior college work. One plan is a subterfuge, the other an adjustment justified by modern conditions. The Medes and Persians should not be emulated in a modern republic.

The school law of New Jersey makes no provision for the distribution of state funds to aid in the support of schools above secondary grade. The law provides an educational minimum for the state but does not define or fix a maximum. Newark was so advised when she established the college. The law has to this time not included specifically such work in the public school system. Because of this, supplementary legis-

lation is advisable in the immediate future to fix the status of the Newark Junior College as a part of the state educational system. Not only is there need to settle decisively the financial questions connected with the college but the status of the teachers must be determined. They are legally, at present, high school teachers *assigned temporarily to do college work*. They have tenure, debility and retirement pension rights and privileges because of their status as high school teachers. At present the college is a municipal institution recognized and approved by the State Board of Education but not a legally recognized part of the state school system. New Jersey needs to follow the example of California and make it so.

The college needs a building of its own. The necessary division of high school students at South Side into two sections, one to attend in the morning and the other in the afternoon, changes the conditions from last year when the accommodations were wholly insufficient. Temporarily this adjustment made for the high school furnishes the required room for the college. It should, however, be suitably housed in its own building where there will be room for extension and no limiting restrictions. To do this will require an expenditure of approximately one hundred seventy-five thousand dollars.

The necessity of additional expenditures for the maintenance of the college, the loss of income, and the legal difficulties connected with its status caused the Board of Education at its meeting on July 1, 1922, to adopt the following resolution:

"Resolved, That the Superintendent of Schools be and he is hereby authorized and directed to discontinue the Junior College on and after July 1, 1922."

SUMMER SCHOOLS

The summer schools serve a very useful purpose. Their place and service become increasingly important each succeeding year. They have changed entirely in character within a few years so that the term "coaching schools" now is a more fitting name with which to designate them. At one time the effort was

made to entertain the children by pleasing occupations that would take them off the streets during the hot season. Hand work of various kinds and games, properly playground activities, were of chief concern, although academic subjects received some attention in a more or less relaxed way. The attitude of mind and the rate of work were alike different from those at other times of the year. The classes are now "promotion classes" and pupils are earnestly seeking to make up deficiencies or conditions in order to be promoted, or they are striving "to make an advanced grade" by extra effort. Serious work is everywhere apparent.

The question is sometimes asked, "How is it possible for pupils to do in six weeks of the summer time the work that ordinarily requires five months at other times of the year?" The answer is that in the summer school there are more concentration and closer application upon the few essential subjects of arithmetic, English, history, and geography. The main topics in each of the several grades are stressed. Pupils who are reviewing the subject to remove conditions gain a stronger grasp, while those who are taking it as new work to gain a grade review and fix it in the grade to which they go. A great majority of the pupils are able, ambitious children. The discipline is reduced to a minimum because there is a motive for work and the plodders are not there to impede the others. If they do come they fail, as a rule, to win promotion. The rules require that teachers shall have a record of at least "good" in order to be appointed. Teachers whose record is "good", aspiring pupils determined to gain a point, and fewer subjects upon which to concentrate attention constitute the answer to the question.

These schools materially increase the educational opportunities of the city. They reduce the retarda-

tion of pupils caused by unavoidable absence or illness or other incidental causes operative during the year. It is now known that nothing but a different program of studies and very small classes will reduce the retardation due to low grades of mentality. The material increase in the percentage of promotions due to the summer schools is indicated by the graph on page 57. This is gratifying and is tangible evidence of the worth of the summer schools.

During the summer of 1921 there were maintained twenty-nine elementary schools and one academic high school, in addition to the all-year schools—eight elementary, one junior high, and one senior high. Several of the schools in remote outlying districts did not enroll as large a number of pupils as schools nearer the centre of the city, nor were the two junior summer high schools as large as might reasonably be expected. To close some of these schools would cause the pupils to walk longer distances to secure the benefits they desire. This would not be a hardship of very great magnitude.

The senior high school is growing in popularity and an additional school of this grade will soon be required to meet the demands. Nearly half the pupils who have attended Barringer in the summer are from the southern section of the city. It would be a great convenience to them to have a summer school in the South Side building, and one should be established there. The enrollment the first year would probably be six or seven hundred pupils. The Barringer enrollment of approximately fifteen hundred would be reduced to nine hundred or a thousand, but both schools would undoubtedly soon be full to capacity.

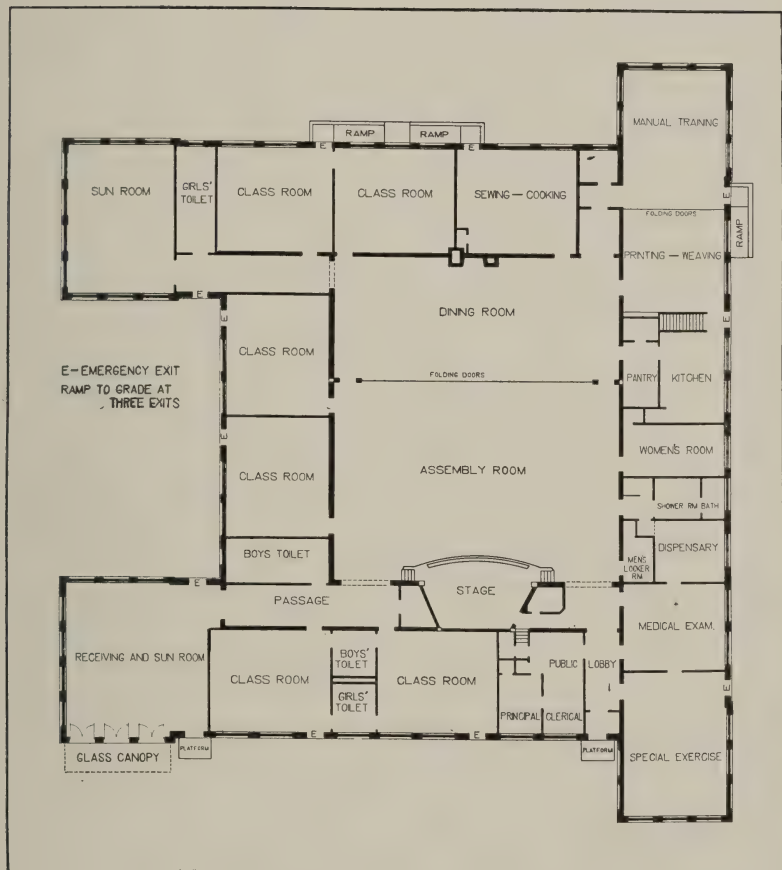
CLASSES FOR CRIPPLED CHILDREN

A building for crippled children was first recommended April 19, 1920 and an appropriation of

\$125,000 was made to erect it. The estimates for the building totaled a much larger sum than was available and, as it was deemed unwise to hamper the work by inadequate and unsatisfactory facilities, the money was used to meet the needs of the elementary schools. The plans are excellent in every way, and embody all the modern conveniences and equipment required for the work of educating these children, of whom there is a large number of school age in the city. (A cut of the first floor plan is shown opposite page 32.)

The recent epidemic of infantile paralysis left many cases which appealed strongly for immediate attention and rather than delay until a satisfactory building could be provided, vacant classrooms in the Belmont Avenue School were fitted up for the use of crippled children and two classes of twenty-four pupils each were opened January 3, 1921. Miss Emma L. Wettlin and Miss Ida M. Smith were selected as teachers because of their excellent training, their broad and successful experience, and their sympathetic attitude toward the problem of the education of crippled children. The great success of these teachers caused the establishment of a third class of like kind at the Alexander Street School on January 16, 1922. Miss Nellie E. Lair, another teacher of superior training, experience, and of marked personal fitness was given charge of this class. These teachers are admirably adapted to this special work and their devoted and intelligent efforts are highly commendable.

The children are transported between home and school in buses owned by the Board of Education. A woman attendant is on each bus to care for the children. She is their responsible custodian to and from school. During the day she remains in the classroom to which she has been assigned, assisting the children when necessary, and serving luncheon. There is a lunch-room at the Belmont Avenue School where



FIRST FLOOR PLAN OF PROPOSED SCHOOL FOR CRIPPLED CHILDREN

hot luncheon may be purchased at very reasonable prices. The Kiwanis Club of Newark has generously paid for the luncheons of the most needy children. Milk is served without cost at both schools. Each day the children are given physio-therapeutic treatment by teachers of special training and experience in hospital work. Under the direction of the Supervisor of Medical Inspection, these teachers give the exercises and treatment approved by Dr. Edgar A. Holden, Jr., a specialist in orthopedic work, whose services are given gratuitously to the Board of Education. Dr. Holden's services are particularly valuable and are much appreciated. To him is due the privilege of using apparatus at the State Rehabilitation Clinic. Children who need treatment for varus or valgus feet are taken there by the physical training teacher after school to use the walking boards and for foot and leg, hand and arm exercises. Children are also taken for treatment to the clinics of the Board of Education, the Home for Crippled Children, the Board of Health, and St. Barnabas Hospital.

One class in Belmont Avenue School is composed of children of grades one and two; children of higher grades are in the other class at Belmont Avenue. The larger proportion of the children in the Alexander Street class are of grades one and two, but it was found necessary to include a few higher grade children who lived nearer to this school than to Belmont Avenue. The regular program of studies for elementary all-year schools is followed, since the schools are organized on the all-year plan. At the Belmont Avenue School pupils of the upper grades have the same advantages in learning domestic art and domestic science and manual training as do the normal children in the regular grades.

The ages of the children range high. Many have never attended school; some have gone for a few years,

but, because they could not be transported or climb stairs, they were obliged to leave. Due to operations they have been in hospitals for long periods. Some learned to read at home, others have much general information, but cannot spell or write the simplest composition. There is great variation in intelligence. Some are mentally defective. These cases are pathetic, for both physical and mental defects make the life hopeless. Some advance very rapidly. Several who were over-age when admitted to the Belmont Avenue class made four grades in one and one-half years. Initiative is encouraged by the teachers. One lad whom the teachers thought should have time to acquaint himself with his surroundings before beginning formal work took a book and said he wished to learn to read. He soon surpassed all the other children of the group.

The children use the gymnasium and play games as do normal children. They are as active, happy, enthusiastic in their play as are healthy children. The constant aim is to have them forget their condition and to do as other children do. They mingle with the other children and are treated by them with great kindness. Operations by skilled surgeons, regular treatment at school and clinics by physio-therapists, happy hours of work and play have made the children more physically fit and have given them hope and joy and the belief that they will be independent some day in doing work that is worth while.

It is desirable that these crippled children shall be given vocational training to the end that they may be prepared to support themselves. The opportunity for this will be provided in the School for Crippled Children when built, but at present there are no facilities and the number of children is too small to justify an attempt to carry a fully developed program. The new building is greatly needed and should be erected as soon as possible.

SPECIAL SCHOOLS AND CLASSES

The work of the Binet Schools has been as excellent as in other years. A full description of these schools as of other special schools and classes may be found in Monograph No. 8 on "Special Schools," Part I, includes Binet Schools and Classes, and Classes for the Blind; Part II, the School for the Deaf; Part III, Speech Improvement Classes, Classes for Crippled Children, and Ungraded Schools. The number of classes for the mentally defective have increased from 26 to 32 during the past two years, thus providing suitable instruction for 90 more sub-normals. The promotion for distinguished service, of Dr. Meta L. Anderson, from the position of Supervisor to that of Director of Binet Schools and Classes, is also worthy of note.

Additional centres of speech improvement were established last year in several elementary schools. They have demonstrated their usefulness, a large number of children having been able to overcome stuttering and other speech defects, through the instruction and training given. The School for the Deaf has done remarkable work in teaching the congenitally deaf to speak. The methods in use in this school are superb examples of the art of teaching. A class was graduated at the end of the year, some members of which will enter the high schools.

The work for the blind has continued with increasing happiness for these handicapped children. Two girls, totally blind, have been graduated from the high school with astonishing records. They entered the Junior College and did equally well there. Miss Janet G. Paterson deserves much credit for their success. She prepared their lessons in Braille and assisted them each day for their work with sighted children. Her interest and devotion and sacrifice of

time and convenience were without limit and are an inspiring example of noble work well done.

VISUAL EDUCATION

More and more appeal is made through the eye in educational work. The tremendous public success of moving pictures and the great influence they wield indicate the possibilities now generally acknowledged by all observant people. The schools are now well equipped to supplement the instruction in geography, fire prevention, civics, safety, history, and other subjects with film showings. There are standard professional projection outfits, permanently installed in the auditoriums. There are class room projectors, and portable equipment for schools lacking either of the above. There is a local library of 79,500 feet of film. In addition, films are borrowed and rented,—302,000 feet in one year. A film exchange has been authorized by the Board. Several films showing school activities have been produced. The schools have many thousands of stereographs. There is a Newark Public School Visual Education Club which exerts a good influence in getting the interest of teachers aroused to the value of illustrative work such as that done by the Department of Visual Education.

Programs were given last year in the various schools for instructional purposes. In all, there were 2,950 with an aggregate attendance of 821,457 pupils. Showings were also made in evening schools and playgrounds, parents' meetings, community centres, with an attendance of 59,265 persons. The public lectures given in the evenings were abandoned during the war for lack of support, and have since been given in the school auditoriums during the day, except at Garfield School where the people requested that they be given in the evening.

The excellent equipment representing thousands of dollars should not be idle for lack of funds during

the "lean year" ahead of us. Economy may be practiced by curtailment, but abandonment should not be considered. The demonstrated usefulness and the notable record of the department plead for a continuance of its activity. Arthur G. Balcom, Assistant Superintendent in charge, deserves much appreciation for the sound judgment and energy used in the extension and development of visual education in the schools.

PHYSICAL EDUCATION

One of the most praiseworthy efforts of the department of physical education during the past two years was the preparation of a syllabus on health by the director and his assistants. It was published as Monograph No. 6, and attracted wide attention. There is a great demand for it, especially by physical training teachers. It has made the teaching of hygiene in our schools a very practical activity instead of a classroom discussion. There are inspections and health leagues which have created great interest in the subject. The results have been extraordinary, marked by improvement in the personal cleanliness of pupils and in greater care of their dress.

The foregoing is not the only evidence of intrepid spirit in making the instruction function well in this department. Another is found in the work of the non-gymnasium schools, particularly at Monmouth Street School, where through the ingenious use of discarded tables, a large number of exercises are used with remarkable success. The pupils enjoy the work and are so interested that they have become very proficient. The lessons are outlined by Mr. Matthias H. Macherey, Assistant Supervisor, and are directed by the grade teachers. Still another is found in the dramatized rhythmic plays, so called singing games in the first and second grades. This form of activity is of great value, since it provides interesting exercises not too taxing on the

strength of the children. These singing games were introduced by Mrs. Rose R. Grossman, a gymnasium teacher in Robert Treat School. They were further developed by Miss Annie Barth of Charlton Street School for use in the first grade classroom, and later incorporated as a part of the regular work in all first and second grades.

The Board of Education, in granting an unusually large increase in the salaries of physical training teachers, stipulated that the after-school training in athletics be considered a part of the day's work. To prevent the work from being onerous in the high schools, the coaching of different sports was assigned to different instructors. Some of the high schools of the city employ outside coaches, paying the bill from the proceeds of their great athletic games or meets. Other schools with no such revenue are unable to do so. It has been suggested that all money made in athletic contests be paid to the secretary of the Board of Education for the common good.

The resignation of Walter E. Short as supervisor of athletics and of Lester A. Palmer as assistant supervisor of physical training caused a distinct loss to our schools. Both were men of superior character with records of marked success in their respective fields of work. Mr. Palmer went to a position in the New Jersey State Department of Education, similar to the one he held here, and Mr. Short to the directorship of physical education in another city. E. Fred Moller, of the South Side High School, was made supervisor of athletics, and John N. Richards, of Hamilton School, was promoted to the assistant supervisorship. Each man is well equipped for his new work and will, without doubt, achieve a measure of success highly creditable to himself.

The cooperation between the departments of physical education and medical inspection has increased

considerably during the last year. This is clearly manifested in the work of the orthopedic clinics. Special corrective physical training exercises for curvature of the spine, flat feet, and other defects of the muscular and bony framework, are given to children recommended by the Department of Medical Inspection at the two clinics in operation,—one at Alyea Street School, and one at the Medical Inspection building. Corrective exercises are also given the crippled children in the classes at Belmont Avenue and Alexander Street Schools, as directed by the specialists by whom the children are being treated. Dr. Holden at the clinic of the Home for Crippled Children, and Dr. Soule at the clinic of St. Barnabas Hospital have been especially helpful and cooperative.

The introduction of this new feature of physical education into the schools of the city made necessary the appointment of an assistant supervisor of physical education who should be qualified to supervise the work in corrective gymnastics. It was thought that a woman would be better than a man for such work. Miss Hazel J. Punzelt, a former instructor in physical education at Barringer High School, was appointed to the position. Miss Punzelt has had excellent training and experience for this new field and is enthusiastic in regard to it. She has demonstrated fitness and capability. Two special teachers are now employed, but in the extension of the work, more clinics should be opened to serve cases in various sections of the city. An additional teacher should be appointed during the coming year. Certain members of senior class of N. S. of P. E. assist.

At Franklin, Burnet and Alexander Street Schools the regular physical training teachers of the school under the supervision of Miss Punzelt give corrective exercises to pupils of the respective schools, who are found to be in need of such work.

A large number of pupils have been excused from physical training each term on account of heart trouble. After the orthopedic corrective work had gotten well under way, Dr. Holmes, Supervisor of Medical Inspection, suggested that exercises to increase the exercise tolerance and improve the health of children suffering with heart trouble, be given under the direction of the special supervisor. This course is now being pursued.

RECREATION

It has been customary for the summer playgrounds to have two directors—a man in charge of the boys and a woman in charge of the girls. This seems no more necessary than to have two principals in a school. The right plan is to have one director in charge of the entire playground, he or she to be fully responsible for the assignment of the assistants and for the supervision of their work. The position of director of a playground should be analogous to that of principal of a school. In addition to the direction of the assistants he should be responsible for their efficiency and should report upon their work and give them official ratings. It is desirable that the director, no matter how many changes there may be in the corps of assistants, shall be employed in the same yard from year to year. Only under such conditions can the management be fully satisfactory.

The policy followed for many years has called for more than mere athletics and the use of apparatus in the yards. Among the activities, there have been gymnastic drills and dancing in the gymnasiums, rooms for checkers and like games, and manual work of various kinds with raffia and other media. These have added greatly to the attractiveness of the playgrounds. The gymnastic drills have been the least popular. At the close of the playground season there

has, for many years, been one grand gymnastic and dancing exhibition. To prepare this, however, it has often been necessary for the teachers to use all their persuasive powers, due probably to the aversion to formal exercises during the heat of the summer. There has always been a great demand for the dancing and other forms of activities.

The Newark playgrounds have been managed upon this broad program. It is educational inasmuch as play is made a means to an end. There is, however, a different policy which is unquestionably less expensive. It uses swings and other apparatus for the yard, and offers various games and athletics. No part of the schoolhouse is used except the courts. If this policy be followed, it will inevitably reduce the attendance because children will not come to a shadeless playground during the afternoon of days when the thermometer registers in the neighborhood of ninety degrees. Most of our playgrounds are without trees or protection of any kind from the sun. To save expense it may be advisable to curtail the activities for at least the season of 1922. Whether or not such curtailment shall become permanent is doubtful.

A large sum of money is needed to make improvements in the playgrounds. On the physical side, attention is imperative. The care of apparatus and of stored supplies is included in this statement. When the municipal playgrounds were acquired it was supposed that additional money would be forthcoming to put the yards into proper condition. Randall D. Warden, director of physical education, in a report to the Superintendent of Schools, says:

At one time, there were ten city playgrounds and these playgrounds attempted to carry out the community or social center idea. The city cannot carry out a program of this kind without the expenditure of several millions of dollars. They must buy land, they must build recreation houses and gymnasiums, and they must hire caretakers and build fences. How much better it is to develop this community idea in conjunction with the school program. The land has to be

bought anyway. The building is there and with little additional expense, can be used to fulfil the needs of the social work. The janitor and fences are all established necessities. Since this department was taken over by the Board of Education, there has been some progress made. We have established seven social centers and two recreational centers. Social centers have been maintained, however, since 1917 but recreation centers were not established until 1920. There has been demand for recreational work on the part of various local community organizations. In the main, these centers have been very successful, some of them exceptionally so.

It is highly desirable that as soon as possible the following recommendations be favorably considered:

(a) Repair fences and buildings of playgrounds; grade and surface yards where needed; provide shelters from sun; make specific provision for the repairing and the care of apparatus.

(b) Open in the evening, the playgrounds at Bergen Street, Camden Street, Central Avenue, Franklin, Milford, Washington Street, and Sussex Avenue Schools three nights a week during the summer. The experiment tried last summer of opening several of these yards one night a week showed clearly the need and made desirable an extension of the privilege.

(c) Establish at Tenth Street and Bloomfield Avenue an all-year playground.

(d) Establish at Alexander Street, Garfield, Berkeley, Grace M. Duffy, and the Seymour Vocational schools, recreational centers.

(e) Establish at the Hawthorne and one or two other schools, social centers. Hawthorne now has a very successful recreational center. The work should be expanded.

(f) Establish at Central Avenue, Madison, and South Eighth Street schools, after-school playgrounds.

Since the municipal playgrounds were transferred to the Board of Education no appropriations have been made to upbuild the system. The Newton Street and Canal Street grounds were sold. The new Thirteenth

Avenue ground is an excellent substitute for the Newton Street playground. The Morton Street, the Prince Street, and the Vailsburg grounds require many improvements. These grounds serve the city well and provision should be made for their material betterment. There is need of provision for costumes, scenery, and other equipment to make effective the work in pageantry and dramatics for the clubs.

VOCATIONAL EDUCATION

A supplementary system of vocational schools is gradually becoming of great importance in the educational world. The basic reason for its existence is found in the break-down of the old apprenticeship custom. The general plan is to train boys and girls who have completed the first six grades in the schools for the various industries as well as to furnish additional opportunity for education for those already in the trades. These schools are now a well recognized necessity in modern life and their further development will be rapid. In Newark great progress has been made in this respect.

The Seymour Vocational School is now ready for occupancy, and the Boys' Vocational School will be transferred to it in September. Every modern facility and convenience for vocational work is provided in this new fire-proof structure, notable for simplicity and suitability of design, and for light and air and convenience. There will be a cafeteria, a gymnasium, and auditorium, medical rooms, industrial museum, and library as well as commodious shops and classrooms.

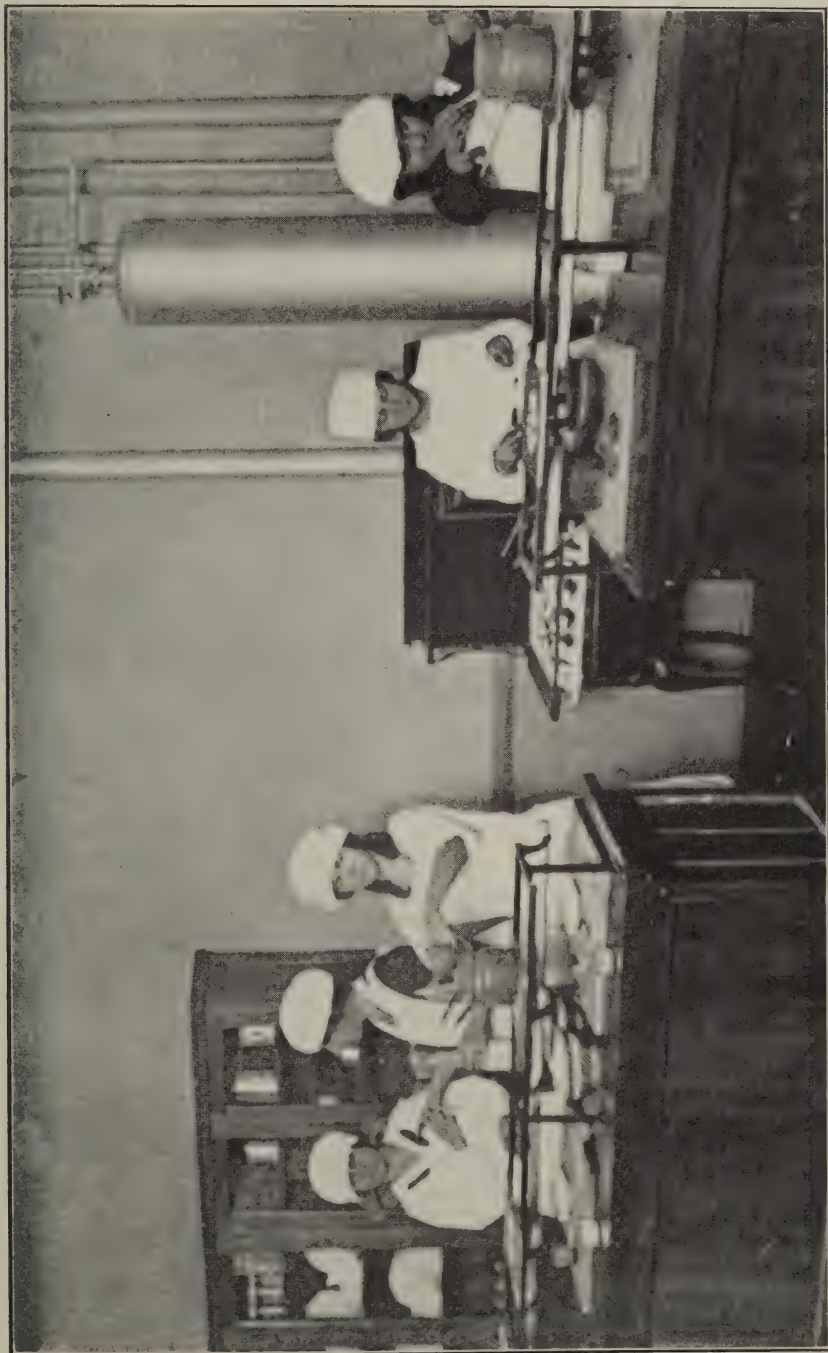
The Seymour Vocational School was planned to accommodate eight hundred boys and will probably open with from four to five hundred on roll. The whole program of studies will not be inaugurated at the beginning, but will consist of the departments now in

operation at the boys' school, leaving others in the plan to be added from time to time. The woodworking department will include carpentry, cabinet making, pattern making; the machine department, general machine operating and tool making; the electrical department, study of electrical machinery, laying of cables, and wiring; the printing department, composition and press work, photo engraving and lithography; the auto department, technique of the automobile and general repairs. There will in due time be included foundry work, steam fitting, plumbing, and sheet metal work; interior decoration, paper hanging, and painting; commercial work—filing and the use of automatic machines; and industrial chemistry. The future of vocational work in the school system is not only very promising but highly gratifying in every way.

BOYS' VOCATIONAL SCHOOL

The Boys' Vocational School has made steady progress notwithstanding the retarding conditions due to lack of room. The school, during the twelve years since its establishment, has grown in numbers and efficiency until it is no longer a lusty infant but a youth of vigor and of great promise. Only once has there been a change in the oversight of the school. Harold F. Fuller, head assistant, was, after a probationary period of five months, appointed to the principalship. Mr. Fuller is a graduate of Clark College and of Clark University. His knowledge and experience in the trades and his success as a teacher fit him admirably for his new position. He is a man of poise and ability as an administrator. The further development of the school in a sane and progressive manner is assured under his leadership.

The program of studies is ever under examination and criticism and adjustment in order to find the best plan and the best material for teaching. The various



COOKING LESSON—BLIND GIRLS INCLUDING ONE WHO IS DEAF-BLIND—WASHINGTON STREET SCHOOL

courses have recently been revised both as to content and arrangement. For many years the practice was followed of having pupils spend a term in each shop before specializing in the one leading to a chosen trade. The theory was that during the tryout period the aptitude of the pupils could thus be more certainly determined. The plan was abandoned for a better one based upon a more careful study of the needs of the pupils and of the trades. The shop work is now arranged in related groups so that, in each case, it all contributes to a better specific preparation. The resumé below indicates the shop courses now in use in each department, the first mentioned being a prerequisite for those which follow:

<i>Department</i>	<i>Courses</i>
Electricity	Elementary woodwork or elementary machine, elementary and advanced electricity.
Woodworking	Elementary machine, elementary and advanced wood work.
Auto	Elementary machine, elementary electricity, elementary and advanced auto.
Machine	Elementary woodwork, elementary and advanced machine.
Drafting	Elementary woodwork, elementary machine, advanced drafting.
Printing	Elementary and advanced printing.

There has always been close cooperation between the academic and shop teachers in order that the work of each should be properly coordinated. Further progress has been made in securing even closer correlation, two instances of which are notable—the assignment of proof-reading from the print shop to the English department, and training in the layout of the California case to the drafting department. There is one notable defect in the program of studies and that is the lack of provision for definite art training related to the various industries. Some work of this character is done, say in the printing department, but it is incidental and insufficient. A close cooperation between the Fawcett School of Industrial Arts, now that it is a day as well as an evening school, and the

Seymour Vocational School, when opened, may be possible. Certainly utility should not alone be in mind in the shops of this school, however important that may be. The workman should be trained in the principles of art so that his judgment and taste may be intelligently developed and that there may be clearly defined standards of workmanship embodying elements of utility and of art.

The effort to make the shop work of marketable value is notable. This is worthy and should be encouraged to the utmost. It gives an impelling motive that is immediate, definite, and effective. In contrast, the motive of learning a trade, with the young, is remote, indefinite, and less pressing. The boy feels the force of a demand to turn out a good product that may in value be equal to that which commands a price. The articles which have been made for use in the school system have been entirely satisfactory, clearly demonstrating that the field of service may be indefinitely enlarged, primarily, however, for the good of the boy and the school. Mr. Dougan, in the matter of having the shop work of the school of a nature to command a price in the open market, in a report, says:

There are many manufacturers in this city who would be glad to give the school some work within the possibilities of the students and to pay the school a reasonable price for its work. In fact, I would like to see this school run as a large manufacturing establishment, the product being future mechanics and foremen, the by-product being a usable article that could be disposed of at the market price. I would like to see the students of this school paid a nominal sum, say ten cents a day, for their time; this money to be received for the product put out by the boys. Their time would be kept as in commercial establishments. They would be docked for absence and tardiness and their pay increased according to their merit. Such a feature as this, put into operation in a public vocational school, would bring forth the greatest amount of interest and the utmost willingness on the part of the pupil, and could not do otherwise than make for efficiency in trade education. I would like to see the experiment tried out after we have been assured of sufficient work of a commercial nature.

An outstanding feature in the history of the school was the exhibition held in one of the large department

stores of the city in April 1921. The program of studies was exemplified in all the various shop activities and in exhibits of finished products, all of which excited universal commendation from the very large number of visitors. To see in operation the wood-working, machine, automotive, electrical, printing, and other shops, together with the results of laboratory work and the charts and the diagrams showing the practical aim of the school was indeed a revelation to the uninitiated public. The cooperation and cordial assistance of one of our leading commercial houses was particularly gratifying and insured the extraordinary success of the enterprise.

The better adaptation of pupils and teachers to their tasks has been in mind as shown by the use of intelligence and achievement tests for the former and by lectures and professional study for the latter. The use of intelligence tests confirmed convictions founded upon the work of the students and showed that those who made excellent records had a high intelligence quotient, while the achievement tests indicated the need of greater emphasis and of renewed and persistent application and concentration to secure more satisfactory attainment. Lectures by experts on the different industries were given to the teachers, illustrated in some cases by moving pictures. A course on "Job Analysis", conducted by Mr. J. G. Spofford of the State Department of Public Instruction, was of especial value during the last year. There will be fruit in better teaching technique and an increase in the efficiency of the school.

Teachers in a vocational school are under the necessity not only to improve in the technical presentation of a subject but they must be kept in close touch with the respective trades. To accomplish the latter, Advisory Committees were appointed by the Board of Education. These committees consisted, in each case, of one employer, the teacher of the trade in the school,

one employee and the principal of the school. The plan includes a monthly meeting for a discussion of each trade with the thought that the instruction shall be kept up to the standard of a given industry. These committees will keep the school in accord with actual working conditions and will help provide a means for the placement of graduates, and may assist in obtaining work for the different shops.

The Boys' Vocational School is open in the evenings as well as during the day, but its evening constituency differs somewhat from that of the day. A registration fee is charged which is returned to the student at the close of the course, if his attendance has been regular and satisfactory. This eliminates the triflers. Local No. 52 of the Electrical Union requested instruction in this school for its apprentices. The courses were outlined by the Union and the work was differentiated to meet the needs of four classes of apprentices. Attendance was made obligatory and membership cards were seized by the Union for lack of serious study and regular attendance. The material and financial waste associated with evening school work would be greatly reduced if similar requirements could be enforced in all classes. A tile-setting class was another new feature. The character of the work approached very near to trade conditions. The wood-working department of both the day and evening schools produced the wood equipment. The course embraced the function of tools and stock, actual construction or fire brick partitions, and laying of wall tile and floor mosaic. (See picture). Still another feature showing the useful character of this school was an intensive two months' course in elementary blue print interpretation. The students were mechanics other than draftsmen. The experience with these classes shows clearly that such short-unit courses meet a real need. It is desirable to increase them, conducting the several departments upon a basis of two nights

a week of required attendance; attendance the other two nights for such subjects as drafting and mathematics might be optional. Required attendance for these subjects is discouraging, especially for the foreign born, and usually results in their withdrawal from school.

GIRLS' VOCATIONAL SCHOOL

Some notion of the character of the work in the Girls' Vocational School may be given by stating that in the sewing department articles ranging from household articles, underwear and children's clothes to dresses of wool, serge, silk, georgette, crepe, velvet and other fine materials were made—more than eight hundred garments in nine months. An increasing number of customers bring their own materials for dresses. Some beautiful high-priced gowns and suits have been made for persons as far north as Boston and as far south as Virginia. In the cooking department 16,033 luncheons were served in the students' cafeteria and 2,682 in the Tea Room where the patrons have greatly increased in number. From the design department pupils have gone to positions with salaries from \$15 to \$22 per week. Among the interesting problems were the designing of costumes for a play, banners and pennants for schools, Batik applied to blouses and scarfs, and decorative designs for curtains and lamp shades. In the millinery department the girls made and trimmed their own hats and made hat ornaments. Nearly four thousand garments were made in the power machine operating room. In the commercial department the girls were given a practical training in the operation of adding machine and typewriter, the deposit and withdrawal of money from a bank, business letter writing, and similar forms of office practice.

The school is commercially productive; that is, its shop products have marketable value. Every year

since its establishment it has sold the garments made and given the money received to the Board of Education. There has on several occasions been criticism of the greater per capita cost of the vocational work for girls than for boys. This is to some extent a matter of bookkeeping, somewhat misleading on its face. The supply expense account for the girls' school should be credited specifically with the following amounts, received for the sale of garments:

1914-15	\$ 327.42
1915-16	1,420.88
1916-17	1,623.61
1917-18	1,713.27
1918-19	2,760.00
1919-20	2,800.00
1920-21	6,000.00
1921-22	5,350.00

During most of the past year, Miss Griselda Ellis, principal of the school, was absent from duty because of ill health. The school was in charge of the head assistant, Miss Edith P. Jones, who carried the responsibility with great credit to herself and real benefit to the school.

The aims, methods, and results in this school deserve high praise, but there are some adjustments needed to be made. The school has been handicapped because of the presence of the Continuation School in its building, this preventing, for lack of room, a more satisfactory relation between the academic and trade work. The former does not receive as much attention as it should, and the classes are too large. The school, it appears, should have a twelve-months term as does the boys' school. Both are preparing for the trades and a two months' vacation each year seems unnecessary. Again, it is altogether possible that if the school were operated in the evenings on a trade basis with short-unit courses it might serve a very useful purpose.

The health of the pupils has been carefully guarded,

the thought being that they are prospective home makers and not merely industrial workers. The cooking teacher and nurse have cooperated with the physical training instructor in this work. The great lack in the school is a gymnasium.

The more urgent needs of this school are indicated in the following recommendations:

(a) The removal of the Continuation School from the building.

(b) The installation of short-unit courses for special students to fit them for particular types of work before allowing them to go out to unskilled jobs.

(c) The change from a ten-months to a twelve-months school on the plan of the Boys' Vocational School.

BUILDING TRADES SCHOOL

This school was opened in April 1922, for the purpose of teaching the building trades. It had been finished some months before, but, for lack of heating facilities, the opening was delayed until spring. The appropriation for its construction was \$40,000 but, due to the enormous cost of building materials and the unprecedented high wages paid in the several trades, the amount of money available was insufficient to erect the entire structure as planned. Only the large shop—30 by 90 feet— was constructed, the classroom section being deferred until more satisfactory conditions prevail and more money can be obtained.

Notwithstanding every possible effort to secure a large enrollment, only twenty-two pupils responded to the announcements and appeals made in the several schools of the city. The time of the year may have had something to do with this paucity of numbers. Pupils may have desired to complete the term in their respective schools rather than to take up new work at

so unusual a time. The fall term may prove more satisfactory in this respect and may be the real beginning.

Two able teachers with extensive trade experience are at present employed in the school. They both rank as assistants. They have been successful instructors and managers and are doing a highly satisfactory grade of work. The pupils are greatly interested and are earnest and faithful in application and attendance.

The instruction at the present time covers practical work in carpentry and bricklaying. Miniature houses are to be built under conditions as nearly like those prevailing in the trades as may be possible. Other trades, such as painting, plumbing, etc., may be added as the work develops. The time may even come when the boys of the school, in shifts, may be sent out of the shops for work, not on miniature houses, but on houses of full size. The cooperation of the several trades will be sought in due time, so that this can be done. From this school pupils are to be graduated into trades, and such cooperation is essential to any permanent success.

It has been claimed that the schools in America are educating away from the trades, that in the highly skilled trades America must, even now, import her workers from other countries. If this be even partially true, it will soon be calamitous and further injury must be averted. Vocational or trade training must be encouraged. The arguments in favor of such training are sound and justify the expenditure of public money for the purpose. To illustrate, the same arguments which caused the establishment of the Seymour Vocational School underlay the establishment of the Building Trades School. They apply with cogency and convincing force. It must not be forgotten, however, that they are made for a *school* and not for a *shop* or *factory*. The difference is that a school must

not ignore or even make merely incidental academic work for children from fourteen to sixteen years of age. Otherwise, why the labor laws, excluding children under sixteen from the trades, or the compulsory education laws forcing children, unless legally excused, to remain in school? There must be academic work, not only that closely related to the trades taught but work designed to inform the intelligence in other fields of knowledge, to arouse a diversity of permanent interests, and to develop the moral nature of the child—work that makes purposefully for good citizenship. The purpose of trade training must not be to make merely a good mechanic, but a good man whose character and training make him a good mechanic. Such a purpose is embodied in the plans of the Seymour Vocational School where the facilities are such that the academic and trade work are in the relation of fifty-fifty. The academic work in the Building Trades School can, under the present conditions, be only incidental. The pupils may be taught to calculate the amount of lumber needed for a particular job, or the number of bricks for a given foundation and like problems, but a more comprehensive, better coordinated and really systematic course of academic instruction is needed. It may be fixed in any reasonable ratio desired. That it may be given, there should be no prolonged delay in adding class-rooms to the present building.

VOCATIONAL GUIDANCE AND PLACEMENT

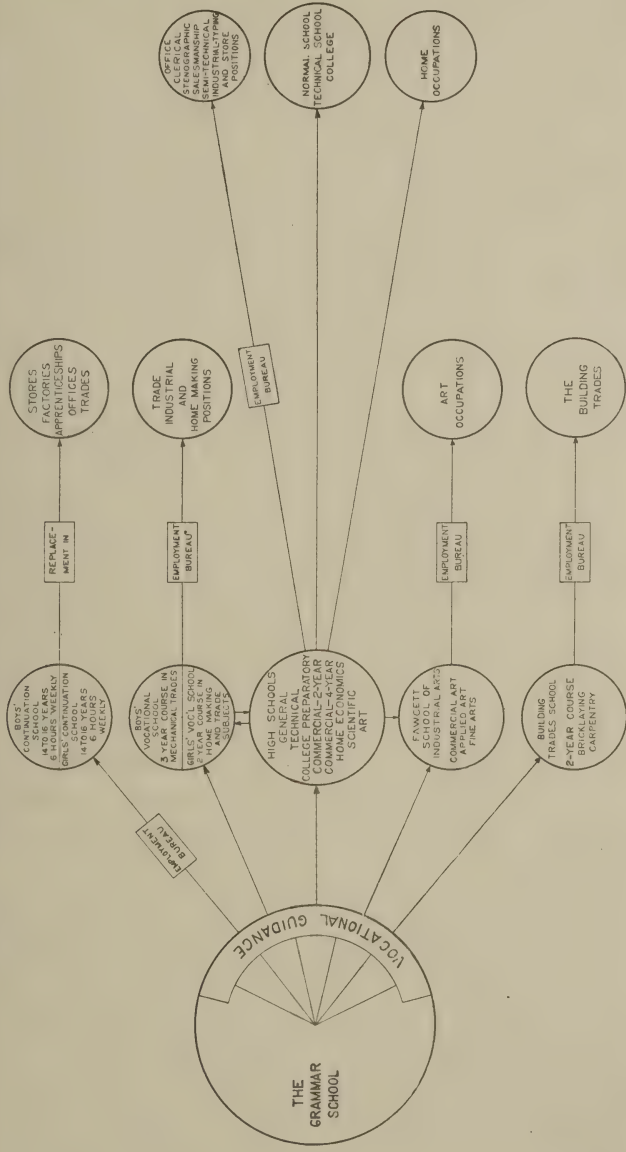
The Department of Vocational Guidance and Placement for the whole school system was first established September 1921 and placed under the immediate charge of the assistant superintendent of vocational education. For five months, during the formative period, the work expanded sufficiently to justify the selection of a competent person to give his entire time to its development. Kenneth K. King, a teacher in the Boys' Continuation School, had manifest ability and

personality and was by education, experience in the classroom and in the trades, well fitted to undertake the task. He was appointed Director of Vocational Guidance and Placement, dating from February 1, 1922.

The possibilities of this work are many. It is a systematic method of securing positions for boys and girls with knowledge of their character and ability to give acceptable service. For several years each of the commercial high schools and the vocational schools had an employment or placement bureau which gave excellent service. Principals of the academic high schools and of elementary schools did much in a personal way without an organized bureau to assist the students and graduates of their respective schools to secure employment. Interested teachers also helped their pupils in this way, but such effort, elsewhere as in Newark, has been individual and without adequate organization or plan. It has been more or less incidental and circumscribed. Now it is proposed to develop the scheme on a large scale throughout the whole school system. It ought to inspire all pupils to know that they are forming a character and making a record each day that will, at some time, be of value in entering a vocation. Their habits and disposition and capability are under scrutiny for a definite purpose. They will be studied by their teachers to discover their aptitudes and will be guided as far as practicable in the selection of their life work. Educational and vocational guidance then becomes a matter of unusual moment in the daily lives of the children and should be an influence of tremendous force in the schools.

The various curricula in the high schools, each with a definite goal, and the special and vocational schools afford a wide range of opportunity, sufficient to meet the educational and ultimately, the vocational needs of children. Those who must begin a gainful occupation early should have the benefit of guidance in choosing

EDUCATIONAL AND VOCATIONAL OPPORTUNITIES



a trade or occupation. The whole field is graphically shown in the chart of educational and vocational opportunities found on page 123. There must be further detailed information in regard to industrial and commercial advantages and opportunities supplied to teachers who act as vocational guides in order that they may advise intelligently. Cooperation between the vocational guides in the several schools and the Placement Bureau is a prerequisite for the genuine success of the latter. It will be the duty of the department to furnish pamphlets giving reliable data in reference to occupations open to young people. The object is to find the right place for the child and the right child for the place.

The statistics of placements for the period from February 1 to July 1, 1922 are as follows:

Total placements	997
Interviews with applicants.....	1621
Applicants recommended and sent to employers.....	906
Requests from employers.....	666
Visits made by the director.....	95

The placement service has been used by approximately four hundred separate firms. One hundred five of these gave repeat orders two or more times. Standing requests are on file from responsible concerns for applicants fitted for their special work to be recommended as often as they appear. About fifty boys from the Continuation School have been placed as apprentices in the skilled trades.

The organization is now complete and the department, with clearly defined objectives, is functioning well. No one can seriously question the value of the plan. Parents and employers are at once convinced of its usefulness; teachers and principals see it as a means of motivating their work and of stimulating their pupils to worthy endeavor. They are cooperating cordially and effectively in making the service successful.

CONTINUATION SCHOOLS

Continuation schools were opened in September, 1920, for pupils between fourteen and sixteen years of age to whom "age and schooling" certificates had been issued. Only three of the six hours per week of instruction required by law have thus far been given. This has been due to lack of accommodations. The only place usable for the schools was six vacant rooms in the Lawrence Street School for the boys, and five vacant rooms in the Girls' Vocational School for the girls. No hand work of any kind could be given either boys or girls, which was a serious privation. This was particularly unfortunate for the Girls' School, for one great need of these girls is instruction that will fit them to be good home makers. Their personal improvement and home efficiency are more important than the acquisition of skill in any trade or occupation. Because of excessive prices, several recommendations for the rental of different buildings which would have allowed us to give such instruction were rejected by the Board of Education.

These schools began with enrollments respectively of 1,289 boys and 1,301 girls. Business was at that time comparatively good and employment for children between the given ages was easy to obtain. The number in the schools fluctuated for a time and then seemed to become reasonably steady at a lower figure, showing that the normal size of the two schools would require for each five academic teachers. Many parents realizing there was no escape from the requirements of the law, sent their children back to the regular schools to finish the course. Some employers found the interruption of office or factory routine for school attendance somewhat unsatisfactory and have ceased to employ pupils under sixteen years of age. All employers have, however, cooperated most cordially with the schools from their opening.

The sessions each day are three hours long and the standard size of a class is twenty-five pupils. The subjects for pupils of elementary grades are arithmetic, English (including reading, spelling, and composition), American history and civics, and physical training. For pupils of high school grade, other subjects may be substituted for related subjects. The object is to make the pupils better American citizens. Teachers devote nine of the ten sessions a week to classroom instruction and one session to follow-up work in the homes, factories, or offices.

WELFARE WORK

The character and value of the welfare work for girls are shown in the following excerpts from the report of Miss Mary E. Jones, head assistant in charge of the school for girls:

Every teacher has one afternoon per week for factory visiting or follow-up work. These visits have had a two-fold object—

1. Factory visitation:
 - a. To enlarge the teacher's point of view.
 - b. To check up the work of the girls.
 - c. To "sell" Continuation School to the employers.
2. Home visitations from welfare standpoint.

During the year 1920-1921, the time was spent mostly in factory visitation. Practically every factory in Newark where women were employed was visited. Each teacher became acquainted with the many varied industries of the city. The second semester, the work became specialized and each teacher made a study of special industries. By having this closer individual study made, two results were achieved—

1. Better individual development of teachers because of more complete knowledge and investigation.
2. Better grading of classes according to industry.

In a series of teachers' meetings each teacher acquainted the entire faculty with her rich fund of information.

During the year 1921-1922 home visitations have been made by teachers during their periods for follow-up work. We felt that the home visiting was necessary because—

1. The living conditions of our girls are more critical this year than last. (The need of food and clothing is felt).

2. The moral issue has become more serious.
3. A more specific direction of the girls' leisure time was found to be necessary.

We have focused along certain definite lines—

1. Looking after the physical well being of the children.
 - a. One hundred cases of defective teeth have been completed to date. (This has required persistence and following up on the part of the nurse and the school.)
 - b. A number of cases of eye trouble were found and rectified.
 - c. The collection of clothing made by the school has become quite adequate to the demand. Our poorly clothed girls are being outfitted and the supply is great enough to continue this practice throughout the school year.
2. Looking after the morals of the girls. (The splendid work that has been accomplished along this line is due in a large measure to the hearty cooperation of the various social organizations of the city.)
 - a. At least fifty girls have been placed under the supervision of experienced social workers who are making every effort to direct them in matters of wholesome diversion and conscientious work. In many instances this has meant protection against home conditions.
 - b. The leisure time of the girls is under supervision. (Many appealing cases that have come to our attention are the result of the misuse of this time.)
The plan for the teacher is as follows:

1. Study the social habits of the girls during their leisure time.
2. Visit homes and seek cooperation of the parents in every case that needs special direction.

NOTE:—Through the teaching of habits of thrift, 85 girls have opened savings accounts in the city banks, this being the result in one class-room under the personal supervision of the teacher of that class-room.

The visitation of places of employment by teachers in the Boys' Continuation School has accomplished much. Thomas F. McHugh, the head assistant in charge summarizes the results thus:

1. Cooperation and good will of the employer toward the continuation school has been gained. It is a fact that the Newark Continuation Schools have had practically no difficulty in dealing with the employers. In two years there has been only one employer who has given any considerable trouble to the school. We have found a very large majority cooperative. This has been due to the tactful manner in which the teachers have explained the purposes and aims of the continuation school to the business men.

2. Teachers have been assisted in obtaining the correct viewpoint toward their teaching problems in the school. It is a difficult and slow process for a teacher experienced in work in the conventional school

to adjust his methods of teaching to the aims and purposes of a continuation school. The teachers have been greatly assisted in gaining the right point of view by seeing the boy at his work; by discussing juvenile work problems with the employers; by visits to the homes. They have been able to approach the boy with a knowledge of his general life.

3. It has been possible to interest employers in the education and the general welfare of their young workers. I am certain that through the efforts of the teachers, employers throughout the city have a different attitude toward the welfare of their juvenile help. This has included the improvement of physical conditions of the plant, hours of work, and interest in the boy's continued education. This is a way in which the pupil has been directly benefited by the visits of the teachers.

4. In very many special cases it has been possible to adjust difficulties between the school and the employers. Such difficulties have arisen through misunderstandings and sometimes through misrepresentations by the boys. The continuation school is daily in contact with employers and unless there is a feeling of general good will between the school and the employer much harm can be done and the general work of the school can be greatly depreciated. There are communities within the State where the continuation school work has been practically demoralized because of a feeling of antagonism which existed on the part of the employers toward the school.

5. We feel a certain responsibility toward keeping our boys regularly employed. Through the follow-up visits to the employers, the school and the employment bureau have obtained many calls for help. This makes it possible to keep the boys who have already left school regularly employed and diminishes the number who would leave school to go to work.

6. Many employers have been given a better knowledge of the Newark school system as a whole and particularly of the commercial and vocational activities of our schools.

7. Follow-up visiting has relieved the intensity of the teacher's weekly tasks. Teaching in continuation school is of an intensive nature. The teachers feel that because of the brief time for which the pupils attend, every minute must be used to advantage. The teachers at present have twenty-seven hours of actual instruction per week, and the three hours spent in follow-up visiting, while it is well used, also serves the purpose of refreshing the teacher for future work. This change of employment, I believe, is in the interest of economy.

THE MENTALLY DEFECTIVE IN CONTINUATION SCHOOLS

There were enrolled in the Boys' School some children under sixteen years of age who had been allowed to leave the Binet schools because of their need to earn money. They were forced into the continuation school by law, and there was no provision for hand



DR. G. CLYDE FISHER, ASS'T. CURATOR MUSEUM OF NATURAL HISTORY, EXPLAINING 'MOTION OF EARTH TO CLASS OF BLIND CHILDREN

work, so the impossible task was again attempted to teach them academic subjects. Employers and the public in general think such pupils are suffering from inefficient schools, while the truth is their feeble-mindedness prevents them from benefiting from the advantages of the regular schools. The following record of typical cases taken from the examination reports of the Psycho-Educational Department, are illustrations of the need of shops:

Case No. 876 (Examined June 10, 1918)

Can add, subtract, multiply. Poor in division. Reading poor. Interpretation fair.

Diagnosis: Congenitally feeble-minded, high grade moron.

Recommendation: Placement in a class for mental defectives. Needs dental care.

Case No. 718 (Examined May 7, 1918)

Can do arithmetic. Cannot read.

Diagnosis: Congenitally feeble-minded, middle grade moron. Highly trainable and will be capable of earning a living under supervision. Backwardness partially due to interrupted attendance. Except for defective teeth the physical examination is negative.

Recommendation: Placement in a class for mental defectives. Needs dental care.

NOTE:—Feeble-minded little freckle-faced Irish boy very willing to try. School work difficult and labored.

Case No. 652 (Examined October 28, 1919)

Very poor in addition. Cannot subtract, multiply or divide. Reading—0. Interpretation—0.

Diagnosis: Borderline case. Probably to be classed as "congenitally illiterate" rather than feeble-minded. Not a restoration case. Far below present grade. Vision seriously defective. This probably accounts only in part for retardation. Tonsils hypertrophied. Teeth defective.

Recommendation: Transfer to Ungraded School. Refraction of eyes. Removal of tonsils.

NOTE:—A backward Italian boy of 12 "who has never earned a promotion." A good case for clinic demonstration as a "congenital illiterate". Reading estimated as inferior for third grade. Spelling estimated as very inferior for third grade.

There are many capable, ambitious boys and girls enrolled in these schools. They do excellent work and

are glad of the opportunity for improvement. Some are very energetic. Many left school, not so much because of need to earn wages as because they fretted at the limitations of the schools and desired to work rather than to study with only remote benefit in view. Others left because there was need to earn wages. These pupils often request the privilege of attending the evening schools instead of the continuation schools, but that is not allowable under the law. The requirement of attendance at day continuation schools is mandatory and unescapable for children under sixteen years of age.

HEALTH CONDITIONS IN CONTINUATION SCHOOLS

The Board of Education granted permission in 1921 for a survey of the health conditions in the Newark Continuation Schools. This was made in cooperation with the Health Department, the State Department of Labor, and the Newark Council of Social Agencies. Twelve hundred children were examined by Dr. H. H. Mitchell, health agent for the National Child Labor Committee. The following excerpts from his report show the need of attention to the physical well being of these children:

Eighteen states now require that a physician shall make a physical examination of each child entering employment between 14 and 16 years of age and that the child shall meet a certain standard of physical fitness as a condition of employment. Newark has been making such examinations since 1914 and the records studied—that is, those since 1916—indicate a fairly large proportion of children are refused their certificate of physical fitness at the time of application and are required to have physical defects remedied, e. g., in the school year 1918-1919, 31.3% of those applying for work permits were refused and 63% of these had their defects corrected; during a six months period of 1920 the number refused on application was 27.6%.

Health service for continuation school pupils in the sense that it has been provided for grade school pupils, has been given little or no attention by health officials. If the reason for this neglect of the health problems of the employed adolescent is a belief in the adequacy of the present plan of physical examinations, it is time that we tested our belief. If we consider that all health work for children should be directed to the early years before adolescence we should

know first that there is no problem concerned with the adolescent in industry and in mercantile establishments requiring special consideration that cannot be handled through efforts directed at the pre-adolescent years.

Six per cent of the boys and nine per cent of the girls were in serious need of special attention to their nutrition and a high proportion of these have failed to make normal gains for their age and a few have actually lost weight since going to work.

27.3% of the boys examined were still prepubescent or pubescent and 11.5% of the girls were prepubescent and should therefore still be regarded as children and should not be exposed to the responsibilities and hazards of wage earning.

26.3% of the girls are suffering from boney deformities of the trunk and should have the benefit of corrective gymnastics or other measures for correction. This high proportion needing such attention suggests either the need for special exercises for all the girls, or protection from occupations conducive to bad posture, or both.

Of the children given a special examination by a tuberculosis expert, there were 28.9% of the boys recommended for special care and 31% of the girls. This very high proportion of active and suspicious cases of tuberculosis found in young people at the age when the tuberculosis death rate begins to rise, suggests that this period is likely to bring large results in preventive work. The importance of personal hygiene in the prevention of tuberculosis, the susceptibility of adolescent minds to training and instruction, and the special needs of this wage earning class is a most impressive argument in favor of more thorough and extensive instruction in personal hygiene and training in health habits in the continuation school.

9.91% of the boys and 14.3% of the girls had defective visual acuity; and the vision of 68.6% of the boys with defective vision and 57% of the girls had become less acute since they had gone to work. Of the boys who had purchased glasses only 25% wore them regularly while 34.6% of the girls owning glasses wore them.

57.5% of the boys and 53.9% of the girls were found with dental defects at the time of our examination. Although a fairly large number of children were allowed to go to work without obtaining corrections for all their dental defects, they were not the only cases found with defects at the time of our examination. Of those who had gone to work with no recorded dental defects, 51% of the girls and 50.9% of the boys had dental defects after six months or more of work.

4.2% of the boys and 4.1% of the girls had tonsils in such a serious condition as to present a distinct menace to their health.

To diagnose nasal obstruction and indicate its probable influence upon the general health of the child was difficult without a more thorough examination than was practical under the circumstances of this study. However, 10.1% of the boys and 5.8% of the girls were so diagnosed. All of these cases should have further examination and observation.

16 boys and 5 girls were in need of special attention because of deafness or other ear defects.

23 boys and 58 girls were suffering from affection of the skin. Many of these conditions could be corrected by proper treatment.

35% of the girls had such marked hypertrophy of the thyroid as to be regarded in need of treatment or supervision.

1.3% of the boys and 5.4% of the girls had some organic heart condition which should be under the observation of a physician.

The State Department on two different occasions has officially called attention to the fact that these schools were on part time only. There seemed to be no remedy. One has now been found and in September next the schools will probably be equipped and placed on full time. They have, in spite of all handicaps, been very successful. The teachers have worked with great interest and in fine spirit, and the record is a worthy one.

THE EVENING SCHOOLS

The World War affected the evening schools unfavorably, not only during its progress but during the years immediately following its close. Because of the conditions, five of the weakest schools were not opened in September, 1921. These were all within short distances of other stronger schools, so that their closing did not lessen educational opportunity but caused inconvenience to those students whose interest continued. In 1920 the enrollment of all of the schools was 12,766 while in 1921 with five schools less it was 12,799. Beside closing five schools, another factor of importance in its unfavorable effect was the opening of the continuation schools in September 1920.

Instruction given in the continuation schools is much to be preferred to that in the evening. The energy of the children between fourteen and sixteen was greatly depleted by the attempt to study after the heavy drain of the day's work in shop or office. Such work in itself was often too great a tax, resulting in retarded bodily

growth and development. Added to it, attendance at evening school made the burden of the immature worker heavy. His attention was fickle and close application to intellectual tasks was often too great an exertion for tired muscles and brain. The withdrawal of such students from the evening schools is right, not only for the pupils but for the schools.

The loss of these pupils under 16 years of age made necessary an adjustment of the evening schools to serve those over 16 years of age, a large part of whom were fully matured. The changed character of the enrollment shows clearly the future field. While the enrollment of more mature students has not fully met the loss caused by the continuation schools it has been so insignificant that it can be disregarded. The program of studies must be adjusted to meet the new conditions; that is, enlarged opportunity must be provided. if the schools are to function in the life of the city.

A clear apprehension of the evening schools for the year 1920-21 may be obtained by reading the following excerpts from the report of Mr. Arthur V. Taylor, Supervisor of the Evening Schools:

A drive was made to bring in adults of deficient elementary education. The principals were urged to advertise special classes for English-speaking adults; letters were sent to the pastors of the colored congregations in this city explaining the evening school advantages offered to their people. The results proved worth while. About five hundred colored adults were enrolled and a large number of white men and women and older boys and girls who had been reluctant to join the evening classes in which younger pupils predominated. While the number of these more mature entries did not meet the loss due to the continuation schools, it was sufficient to indicate the line of rehabilitation.

As was expected, the grading of the classes was quite materially affected. Previous classes were easily organized, for the pupils had been recent members of day schools. But the older pupils of last term were of variegated education and close grading was, as a rule, out of the question. This means a complete recasting of the elementary academic curriculum. Probably, the best plan for the immediate future is to recognize these classes as ungraded, to the extent of organizing them on the group system. The "lock-step" organization for the entire class will be generally unworkable—the individual pupils will differ too much in attainment. But if the idea

becomes thoroughly established throughout the city that American-born adults have a place in the elementary schools, there is good reason to believe that the response will be wide. It does not require a stretch of the imagination to forecast schools in which the pupils are mainly adults pursuing courses in the three R's, in sewing, millinery, cooking, shop work and drafting.

At the South Tenth Street School last term there was a class for adults that might well serve as a model for other schools. It consisted mainly of men. The studies were civics, elementary economics, United States History, Geography and Arithmetic. On Friday evenings the teacher used a part of the session for a series of talks on the development of our constitutional government. They proved so attractive that many outsiders attended the class on that evening. In the same school there was a millinery class for women which gave results that the Supervisor pronounced equal to those of the high schools. These two classes furnish a hint of what may be done on a large scale to restore the elementary schools to the position that they once held.

Classes for the Foreign-Born

The improvement in the classes for foreigners was most encouraging. The enrollment was nearly double that of the preceding term, the attendance was remarkably steady and the methods of instruction more generally good. There were 45 classes—not one was closed during the entire term. Thirty-four nationalities were represented. Italians were in the majority, with a ratio of 33%; Poles and Russians, in nearly equal numbers, together composed 27%; Spaniards and Portuguese totaled 25%.

About four hundred first papers were granted through evening appointments at the United States District Court. It is a pleasure to acknowledge the kindness of Mr. W. B. Reilly, the clerk of the court, in giving his time without remuneration, for the filing of the applications. It is to be regretted that equal facility is not possible in the procedure for the procuring of the second papers. There was a keener interest in naturalization shown by the pupils of Italian blood than in former years; the Poles and Russians, many of them from the war-stricken parts of Europe, revealed a reverence for America that in some instances was touching. But the Spaniards, as a rule, were indifferent or merely factitious in their attitude toward citizenship advantages.

While the chief object of the classes for foreigners is to provide instruction in English there is a valuable by-product that should not be ignored. The much-abused term, "Americanization," implies more than instruction in our language; it includes the assimilation of the spirit of America—a thing that cannot be taught. It must be breathed in—absorbed—from an atmosphere. Into such an atmosphere the evening school welcomes the immigrant; it receives him in a spirit of kindness; it has no selfish motive; it extends to him the right hand of fellowship and offers to guide him as he gropes along in the strange environment. Even a casual acquaintance with the classrooms brings the conviction that the new-comer appreciates the kindly greeting of the school quite as much as he does the formal instruction. It is in this double sense that the evening school is an Americanizing agent.

A weakness in these classes is seen in the comparatively small number of advanced pupils. The influence of the school, to have full weight, should extend to those who have gained a fair knowledge of English. They are the very ones who need instruction in the history and problems of this country; as voters they should be prepared to perform intelligently the duties of citizenship. Teaching English to the new immigrant is but a blazing of the trail; a well traveled highway is needed. I know of no extension of evening school possibilities that is of more concern to the community than the fulfillment of the ideal by which our foreign-born people may be kept in close contact with evening education from the lower classes up through the high schools.

Study Classes

The approximate enrollment per study class was about 55. The majority, by far, of the pupils attended for the purpose of receiving help in subjects in which they were backward. That the classes functioned successfully in this respect is indicated by the reports presented at the end of the term. Improvement in day school standing, as shown by the card records, and promotion of pupils who otherwise would have proved casualties, sum up the results attained in all the classes. In one class all the 8A pupils were promoted to the high school; in another 90% of the pupils were materially helped in their day school rating. In one of the high school study classes the pupils in regular attendance passed over 80% of their day school subjects.

Some of the pupils attended these classes because their home environment was unsuitable for study. Poorly lighted and inadequately heated rooms, noisy younger children, lack of reference books and the inability of foreign-born parents to give the little helps that children so often need, were the common reasons for the attendance of pupils. No teacher is busier than the one in charge of a well conducted study class.

High Schools

The utilitarian courses are the popular ones. Stenography, type-writing, bookkeeping, drafting, shopwork, sewing, cooking, millinery make the strongest appeal. Subjects of vaguer content, even when of directly practical aim, seem less attractive. Skill and speed in shorthand and typing possess charms not found in the less definite, though equally important courses in business English; the casting of accounts is more interesting than the drill in arithmetic that will put accuracy into those accounts; the study of Spanish loses its lure after the first year. Plainly put, it is the motor-minded type of pupil that predominates—the type that wants direct, and too often, quick results; the student is the exception. But lest this be taken as a criticism, it should be emphatically stated that the spirit of the pupils has been a fine one. Their seriousness of purpose and their industry have brought forth many enthusiastic words of praise from their instructors. One teacher of wide experience said that his evening pupils made more satisfactory progress than his day pupils who were pursuing the same subjects.

Close observation of an experiment made at the East Side High School convinces me that it deserves a trial in other schools. Each

stenography class is in charge of a given teacher for an hour and a quarter each session, 45 minutes for stenography and 30 minutes for English; the remaining 45 minutes is devoted to typewriting. The advantages in placing the instruction in stenography and English in the hands of one teacher are obvious; the two subjects are closely allied and one teacher can dovetail them better than two. Besides, it compels the study of both, whereas under the common departmental plan too many pupils manage to evade English. An important feature of the East Side scheme is the iteration by the teachers to their classes of the axiom that English is more than half of shorthand. Moreover, each pupil is frequently rated in speed and accuracy, so that he may have concrete evidence of his progress. By a similar arrangement each teacher in the bookkeeping section retains his class for the entire session, giving instruction in bookkeeping, arithmetic and penmanship, with apportionment of time to meet the requirements. The plan is simple in application and efficient in results. It reduces to a minimum the number of non-English-knowing stenographers and of bookkeepers who are innocent of arithmetical understanding; it should be given a trial in the other high schools.

The greatest need of the evening high school department, probably, is the inspiration of advanced courses. The number of graduates each year is pitifully small, compared with the number who enter. The rule setting twelve as the minimum number for a class is, in part, responsible for this condition: applicants for advanced courses in a given school apply at different times after the beginning of the term; if the required number does not enroll during registration week, the class is not opened and later applicants are unplaced. Of course, the names and addresses of all thus applying should be taken and notice should be sent when the total is sufficient for organizing the class; but, as a matter of fact, it does not work out that way in practice. Either notice is not given or the former applicants have lost their enthusiasm. In consequence, there are but few third year classes. Two years ago there were six classes in beginning Spanish at the Central High School and almost as many the year before. Last term there was not even one third year class in that subject; and but a few of second year standing.

A school for instruction in advanced business subjects is needed. Opportunity for the study of accountancy, business law, commercial geography, commercial history, economics and kindred subjects should be given; speed training and advanced English for the stenographer should be offered. The equipment of the Central High School makes it the first choice for such courses. In fact, if that school were to be made the center of advanced classes in both academic and business subjects, to the exclusion of first and second year pupils, it would give a much-needed impetus to the entire evening school movement. Such use of the building would in no way conflict with the shop, drafting, sewing, cooking, millinery and nursing classes as at present constituted. The balance of the classes, composed mainly of elementary stenography and bookkeeping pupils could find ample accommodations at the other high schools nearest their homes.

A trade school for girls and women is needed. Courses in millinery, dressmaking, costume designing, embroidery and other kinds

of vocational training for which the woman is peculiarly adapted are needed. It would seem that the time has come to concentrate these subjects and to present them in such a manner as to give them a strongly occupational trend. The Girls' Vocational School seems to be the fitting home for such courses.

The reorganization, which has been thus suggested, is presented as a tentative plan—as a basis upon which a workable scheme may be built. It would have little effect on the other high schools as it is designed, largely, to draw advanced pupils who otherwise would attend no school.

The attendance in all the high schools was larger than that of the preceding term, excepting in two which held their own. There was an entirely satisfactory reduction in the number of immature pupils and of day school pupils.

Vocational Schools

In both the Fawcett School and the Warren Street School for Apprentices there is a fine vocational atmosphere; business-like industry is in the air. At the former school new classes were opened in vocational millinery, ceramics, interior decoration, jewelry design and architectural estimating. The school is over crowded, even with the additional rooms in use at the Girls' Vocational School.

The School for Apprentices, too, has been hampered by insufficient room. Last term it had the heaviest enrollment in its history. The mathematics class was so large that it was necessary to divide it. The drafting classes were so heavy that the auditorium had to be used for the elementary pupils. The classes in printing have regained their anti-war status; the trade is reclaiming the young men who were alienated by the abnormal wages of the war industries and who are again realizing the value of training in craftsmanship. The machine shop was worked to its capacity. The demand for wood-work training proved less urgent; it was the weak spot in the school. The automobile class met expectations as far as its equipment would allow. But there is a demand for unit courses which the present facilities cannot fill. With adequate housing, complete equipment and pupils restored to the sanity that appreciates the urgency of intelligent workmanship, this school should stamp its impress on the trade life of this city.

Gymnasiums

Most of the fourteen gymnasiums were utilized to full capacity. Heretofore, the playing of games that called for a limited and small number of participants was open to the criticism that the side-liners, being inactive spectators, lost needed time for physical training to which they were entitled. Basketball is a fine indoor game but the objection was vital. The problem was solved by establishing the rule that the game might be played to a reasonable extent, provided that the number of players should be made more inclusive by shortening the time for each game and that the other pupils when not playing, should be kept at work. This was accomplished by having one of the older pupils act as referee, thus leaving the instructor free for instruction. With few exceptions, the instructors adhered to the spirit of the rule.

There was an extension of other games also, particularly those of the mass type. Provided that exercise of the formal sort is given sufficiently for its disciplinary value, the fullest scope should be given to games that evoke the spirit of play. Drill and apparatus training are needed, but so is the exhilaration of competitive games. By all means, the natural tendency to overdo the play element must be avoided and especially the danger of cultivating a few "stars" to the neglect of the rank and file.

In most of the gymnasiums there are classes of older boys or young men who do not attend the classrooms. There is an insistent demand from these for the privilege of enjoying gymnasium work more than once a week. They are workers during the day and they require recreation during the evening hours. It is not a luxury that they seek but the meeting of a natural want. Under the present plan, with the gymnasiums in operation only four evenings a week, it is impossible to allow any class extra time. By increasing the sessions to five a week, where the demand is strong, this situation may be met. Another solution would be to give the right of way, first, to pupils from the classrooms for one evening a week, and second, to young men and women, not attending other classes, for two evenings a week. This would limit the admission of day school pupils but would provide fuller opportunities to those who need them most. The children receive physical training in day school and have recreational time in the afternoon. It is the worker who is entitled to the fullest use of the evening gymnasium.

But there are others, besides the class referred to, who need physical recreation. Business and professional men, clerks and others of inactive vocations can add to their efficiency and to their joy of living by stretching their muscles and expanding their lungs, as nature intends they should. The organization of physical training classes for such men—and women—is to be desired.

Special Classes

The speech-reading classes for the hard of hearing include about fifty pupils, a number of them from the suburbs. As might be expected, the results of the instruction vary, according to the pupil. The skill in lip-reading attained by some of the pupils is remarkable and all are materially helped. The devotion and patience of the teachers in their trying task cannot be too highly commended. The field of these classes is not as broad as it might be; there is a lack of pupils of the less prosperous kind, those to whom deafness is an economic tragedy. This condition is well understood by the present pupils who have built up an energetic organization for furthering the interests of the deaf. They have instituted plans for advertising the evening classes and have accumulated funds for establishing headquarters where the dull of hearing will find a welcome day or evening. Their principal aim is to attract those who are ignorant of their opportunities or who are too diffident to accept them. In a modest way they have already been instrumental in securing employment for afflicted persons and are planning an agency for extending this highly desirable aim.

The class in speech correction at the Robert Treat School is exceedingly well conducted. I have personal knowledge of the help that has been received by several high school pupils. But, as is the

case in other branches of evening school instruction, there is a shortage of adult pupils. There must be many professional and business men and women in this city who are hampered by articulatory defects and who would be greatly benefited by a course in corrective enunciation. Undoubtedly, proper advertising of this class would extend its service most materially.

The evening schools are basically sound. There is a certain inspiration coming from their traditions; in the past they have been honest in trying to serve the needs of the city. In the future their service will be eliminated only by the use that the community makes of them. The policy of the Board of Education in their administration has been a generous and sympathetic one; it has been unsparing in furthering their efficiency. Their mission is simple: to see clearly—to anticipate the needs of our people and to provide the means by which those needs may be satisfied.

The resignation of Mr. Arthur V. Taylor after twelve years service as Supervisor of Evening Schools was most regrettable. He pleaded a strong desire to lessen his work, a plea that could not well be disregarded. The loss of Mr. Taylor to the evening schools is great. His energy, optimism, and good judgment were invaluable. During his years of leadership he impressed himself upon the schools and gave services of real and lasting worth. He deservedly won the good will and the appreciation and commendation of all with whom he worked. His successor is Mr. Alexander J. Glennie, principal of Hamilton School. Mr. Glennie is a scholarly man of broad experience in an executive capacity. He has been a distinguished instructor in the evening high school. He has the personal qualities which will bring success in any field of education. The following excerpts from his first report show some of the high spots of the last year:

Evidence of revival began to show itself with the opening of the evening schools in September, 1921. There was a material increase in registration and attendance over the preceding year. The younger element—taken care of in the more complete and legally required day attendance—are gone from the evening schools. The increase that has already begun to show and that is certain to continue is of the maturer element representing the following classes:

1. Workers in the trades and industries who wish to advance themselves in their vocation, and find in the evening schools the sort of work that will enable them to do this.

2. Foreigners, who find the United States government urging them to attend evening schools as the place where they will be likely to secure the best training in the English language and in acquainting them with American history, ideals and institutions. All applicants for citizenship have evening school attendance urged upon them by personal letter from the Bureau of Naturalization, and, of course, these people spread the knowledge of the work of the evening schools among their fellow countrymen and women who have not yet reached the stage of application for citizenship. The increase of this class of evening school attendance last year was evidence of two things—increased immigration and increased pressure upon them to seek the evening school as their most available help to English and to the knowledge required for citizenship.

3. Adult illiterate Americans striving in the evening schools to get their first taste of the elements of education.

4. Ambitious pupils of considerable previous training, who by economic pressure or because of an inadequate conception of the amount of scholastic training necessary to realize their ambitions, have left school and now, having their eyes open, find in the evening schools practically their only opportunity of getting the higher education they need.

5. Apprentices in some trades, who are sent to evening vocational classes by their guilds as a required part of their apprentice training.

6. Housekeepers and women members of families who come to the evening schools to do their own millinery and dressmaking under expert instruction.

During the year just closed there have been received from Washington 2,702 cards. Of these, 1,741 are the names of men applicants; 874 are for the wives of men among the 1,741; 87 are names of unmarried women who have made their own applications for citizenship. Of course other organizations are doing Americanization work, so that these 2,702 names include many who are being trained by other instrumentalities than the evening schools; yet the government turns the entire body over to the evening schools, and asks the school authorities to use every reasonable means to get these people into the evening schools and train them for the responsibilities of citizenship. The supervisor suggests that one person—preferably a man—be appointed to the evening school service, whose duty it shall be to communicate with each person named in the cards as they come in from the Bureau of Naturalization, suggest the school to be attended, send a duplicate to the school nearest the address, and follow up the attendance and progress. One person would find ample employment in this kind of work.

It may be interesting to note the nationalities of the applicants for citizenship in Newark during the past year. The cards have been classified by nationality, with the following result:

Natives of	Men Applicants	Women Applicants	Wives of Men Applicants	Total
Russia	438	12	266	716
Italy	479	8	194	681
Austria	168	2	114	284
Poland	128	11	72	211
Russian Poland	30	6	8	44
Austrian Poland	18	3	7	28
Galician Poland	12	—	6	18
Hungary	89	7	55	151
Germany	81	14	34	129
Czecho-Slovakia	41	4	15	60
Greece	39	—	11	50
Roumania	25	2	15	42
Lithuania	11	—	9	20
Ireland	36	10	19	65
England	39	2	11	52
Scotland	21	3	14	38
Canada	9	1	3	13
British West Indies.....	3	—	1	4
South Africa	1	—	—	1
Sweden	11	1	1	13
Turkey	10	—	3	13
Syria	10	—	3	13
Portugal	7	—	3	10
Spain	10	—	4	14
Jugo Slavia	5	—	1	6
Armenia	3	—	2	5
France	4	—	1	5
Norway	4	—	—	4
Switzerland	3	—	1	4
Palestine	3	—	—	3
Denmark	1	—	1	2
Persia	2	—	—	2
Belgium	—	1	—	1
Totals	1,741	87	874	2,702

The above numbers are far from representing the extent of the field, numerically, from which the evening school classes for teaching English to non-English speaking people are made up. The figures here given represent only the citizenship applicants of a single year. They take no account of the great numbers of applicants of previous years, nor of the numbers who have not advanced to the stage of application. The latter class includes those very recently arrived, those under the legal age of application, and those who have not been moved of the spirit to seek citizenship.

Familiarity with Newark's evening school system carries with it the conviction that opportunity wisely conceived and intelligently provided is at the service of all who wish to take advantage of it. That there is so large a mortality among those who register, but fail to carry their work to an accredited finish is due less to faults of the system than to the persistent delusion that an education is to be obtained by any other means than work.

Many are like those large birds that Xenophon says "Fly a short distance and soon tire," or they seem to think that an educational system is like an escalator, where all you have to do is to put yourself on the lowest step and the machinery will do the rest. The instruction in the evening schools is, generally speaking, of a very high order. No teacher can receive an evening school appointment who is not rated at least "good" in day school work. It is true that in addition to professional skill there are qualities of personality that are necessary to success in evening school work, but there are quick and sure means of determining when these are lacking. As a result, the evening school teaching corps appears as a selected body, doing their work with enthusiasm, intelligence, and skill. The persistent ones among the pupils are also a select body—at school because they elect to be there and not because they are sent. There are enough of them to justify the evening school system. It is better to consider them than to bewail the shortcomings of those to whom free agency is an unalienable right.

There can be little doubt that only earnest pupils who are willing to apply themselves to their studies should be tolerated in the evening schools. Those who wish to obtain an education should have the opportunity to do so without distraction or hindrance or handicap. All others should be denied the privileges of the schools. The effort should be preeminently to make efficient, and not large schools.

It is a hardship not to have evening high school work accredited as equal in value to that of the day school. The fact has been emphasized in recent years because persons in training for certain occupations, such as nurses and pharmacists, are required to do a specified minimum of academic work. The reasons for the failure to accredit evening high school work are that the terms are shorter and the instruction is not as well articulated nor as closely supervised. This should be changed. A high school should be established and conducted on the same basis that a day high school is maintained.

A plan for such a high school was discussed in the last published Report of the Superintendent of Schools. Further study only confirms the conviction that such a school should be established. Its terms should be the same in length as that of the day high schools, and

its sessions should be on the same days as those of the day high schools. Grammar school graduation or its equivalent should be required for admission. A better schedule than the one previously suggested would be to have the sessions from 7:15 to 10:15. During these three hours there should be four periods of forty-five minutes each. No teacher should be allowed to teach more than two hours, and pupils should be allowed to take only three prepared subjects a term. It would require five years to complete a four years program of studies, which should be, in all essentials, the same as that of the regular high schools. Such a school would, without doubt, receive the approval of the State Board of Education. Its work ought to be accredited for qualifying certificates for admission to professional schools requiring a four years' high school course. It would provide the opportunity for work in the higher grades, and, drawing its pupils from the whole city, it would afford a means whereby persons with incomplete or irregular academic records could remove the serious handicap under which they labor.

FAWCETT SCHOOL OF INDUSTRIAL ARTS

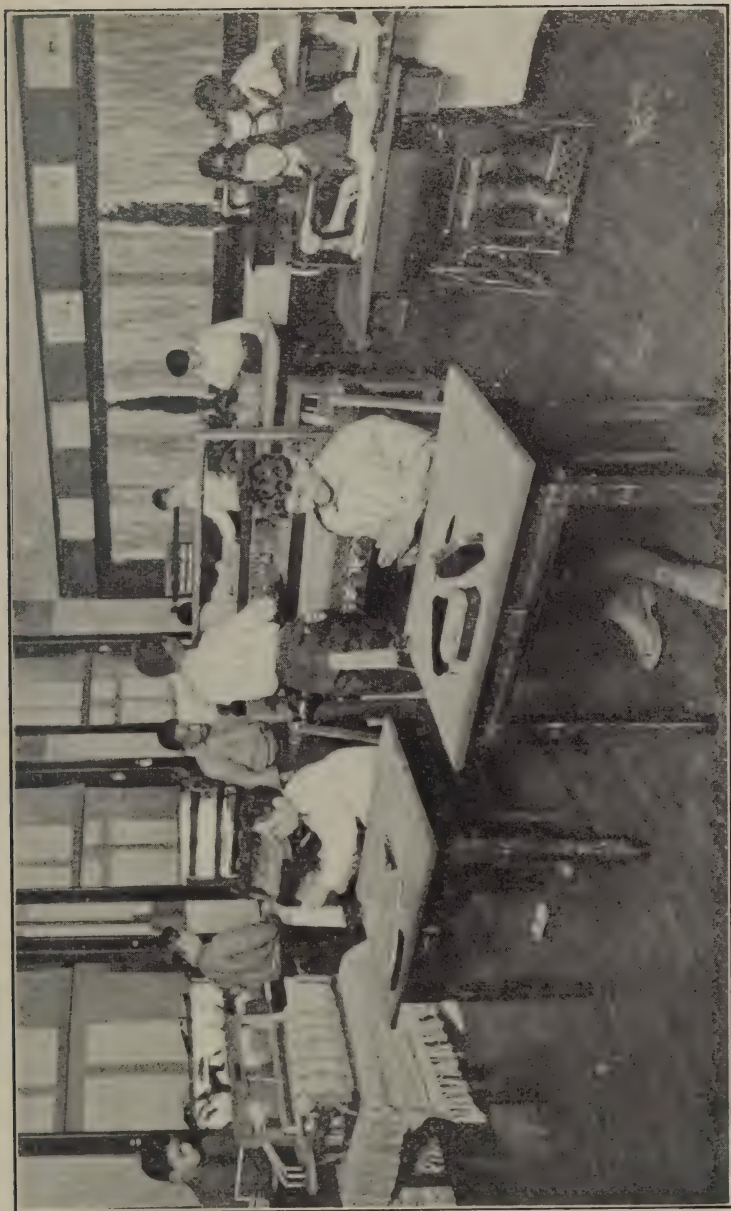
As a school this is one of the most satisfactory in the system. It is, however, seriously lacking in accommodations for its large enrollment, and is unable to expand as it should. Its work is so well appreciated that it is developing into a day school as well as doing extraordinary work as an evening school. Even in this way it is hampered, for its building was constructed for a night school and the light is very poor for daytime work. Its day enrollment is now 380. Until a new building is provided the school, developing in efficiency and vision, must struggle along in its limited and unsatisfactory quarters. But, the day classes should be increased in number as rapidly as funds and available accommodations permit.

Mr. Hugo B. Froehlich, principal of the school remarks that "Like the high schools of Newark, and yet differing from them, the Fawcett School is a potent factor in raising the standard of local production. It takes the actual worker in the crafts and trades, and trains him to be a better worker by supplying his needs, *where he is conscious that he has needs*. If every city had a similar institution, the national standards of American manufacturers would be immeasurably higher. Indeed, it is to schools of this type that America must look for the training of her artisans if she is to enter into competition with the industrial workers of other nations. She must develop her own architects, machine designers, draughtsmen, jewelry designers, silversmiths and other workers whose vocations demand some form of Art Expression."

AMERICANIZATION

Every one familiar at all with the population of the great cities and with the large number of children of foreign parentage (see tab. p. 54 for Newark) in the schools is profoundly impressed with the urgency of Americanization. There must be extra effort made, if American ideals and standards and institutions are to be preserved. The customs and standards of continental Europe are already influential in American life. If they contribute to the welfare of all they are welcome; if they do not, they are a menace to American civilization. The foreign-born population has grown so enormously that America has been unable to assimilate it. The restriction of immigration to give her time for the process meets with general approval, but it does not wholly solve the problem.

There is no more effectual means of Americanization than the schools. They are doing exceptionally well in every respect and their influence is generally felt and easily recognized. The problem is solved in Newark as far as the children are concerned, for the



CLASS BUSY WITH HAND WORK—BINET SCHOOL NO. 2 (COE'S PLACE SCHOOL)

compulsory education law forces them into the schools. The great difficulty is with the adults. Many attend the evening schools and receive the benefit of the opportunities found there. Here, too, the problem is solved for those who voluntarily seek education. The great mass of foreign adults do not seek this help because of diffidence and for other reasons not difficult to understand. A number of our schools made the effort through the children to form classes in either the afternoon or evening for adults, but only a few succeeded. There were surviving two such classes at Milford School, one at Charlton Street and one at McKinley this last year. The classes meet in the afternoon and have done satisfactory work. The teachers have been personally interested and have convinced the students that they are. Barriers have been removed and the progress is most gratifying. More classes cannot be formed without teachers or social workers to go into the homes and persuade the adults of their desire to help. It is the personal appeal of one adult to another that overcomes the inertia and smoothes the way. There should be a special appropriation of four or five thousand dollars to secure such teachers or social workers. Otherwise, special classes cannot be formed and maintained and only the day schools for children and night schools for the most courageous adults can be the active agencies in Americanization work.

SUPERVISION OF SCHOOLS

There is progress in the supervision of the schools. Their increasing size makes this a matter for congratulation. In a number there is now a vice principal without a class of her own whose duty it is to assist the principal in supervising the detail of instruction. Many of these vice principals have influenced the instruction in their respective schools in a very favorable manner and their efficiency is notable. Some primary

vice principals have been retired and others have asked to have their rank changed to primary head assistant or to first assistant as they preferred to remain in primary or go to grammar work. It is desirable that in the next year more should do this, so that the schools may be more rapidly changed from the old to the new plan of one vice principal in each school who really performs vice principal's duties.

The supervision and stimulation of a school is a task of importance and dignity. The responsibility of it rests primarily upon the principal. He has two distinct kinds of work to do in order to make a good school—one, administrative, and the other, educational. We know that because the schools are becoming larger and ever larger and because the management is becoming more and more difficult, due to the complexity of the problem, the administrative duties are engaging much of the time and thought of the principal and that the educational duties are deprived of their rightful attention. It is a matter of common knowledge that much of the executive work of the principal is petty and routine and professionally debilitating, requiring familiarity with the details of the school, common sense, and judgment, it is true, but less vital than it ought to be.

The principal should be a leader in the supervision of the instruction. Here is where his knowledge of education, its aims and methods and means, is most needed. It is, of course, not all a principal's work to teach, but it is the most fundamental in that all else must be conditioned upon his ability to lead the teachers among whom his work is done, and he can do it best in this way. It secures confidence, cooperation, and effort on their part. If he is a good teacher, the teachers will aim to reach his standards; they will work for his approval; they will value his commendation; they will grow in professional spirit. In a school

where teaching skill of a high order prevails, it will be discovered that the principal has developed it. Of principals it may truthfully be said that "as the principal so the school." It is the principal who breathes the breath of life into a school and makes it a living spirit. A school that is not a living spirit but only a building with an indifferent personnel following a deadening routine, reflects the ideals of the principal as well, and makes clearer the truth, when contrasted with another school having a principal of stronger inspirational power.

One of the specified requirements of a principal in a modern school system is to pass professional judgment upon teachers, the same being recorded in an official rating filed in the office of the superintendent. Such ratings are necessary, because there must be some record of a teacher's work available. Merit schemes of all kinds, where professional men are engaged in large numbers, as in engineering and hospital service, are made to insure fairness and justice. With teachers there is a resentment against any rating plan. Efforts have been made to remove the irritation and misunderstanding which it has caused, but they have not been wholly successful. Because of this feeling among teachers, principals often fail to give a true and just rating, which causes inferior teachers to become fixtures in the schools. The reason for this is that some teachers are able to create disturbance and to becloud the issue so successfully that it is the path of least resistance to give them a high rating. Another reason is that there was misconception of the purpose of efficiency records when they were first introduced.

A principal, before giving a rating, should become so familiar with the work of a teacher that it is possible for him to furnish conclusive evidence of the teacher's ability and skill, or the lack of them, to

secure satisfactory results in a proper way. The rating should be the judgment of the principal, given without sentiment, favoritism, or personal feeling. There should be explicit reasons for rating a teacher high or low, and they should be so clearly convincing that any successful teacher cannot evade the issues raised or explain away unfavorable judgments. Unless this be so the principal has failed in the performance of one of his most important duties. His reaction in this matter is a reliable index of his professional capacity and fitness. Enfolded in it are all the possibilities for the progress and success of his school.

The question, "What is the principal's relation to the supervisor and of the supervisor to him?" is often asked. The supervisor represents the superintendent and his duty is to coordinate the schools and to make them as efficient as possible by wise leadership. The supervisor's function is to advise the principals and teachers. He must hold meetings with the teachers of their respective subjects or departments in order to secure effectiveness in the teaching body. Directions for teaching and official explanations of the course of study are thus given to the whole group of teachers. Frequent misunderstandings and not a little friction are caused by the fact that principals do not attend these meetings and so are not familiar with the directions given to their teachers. This does not occur where the relation between a principal and supervisor is such that the former has confidence in the latter and leaves the detail to him. In such cases he may not even accompany the supervisor in his visits of inspection, preferring to receive a verbal report with criticisms, suggestions, and recommendations based thereon before the supervisor leaves the building. Such cordial personal and professional cooperation of principal and supervisor answers the question without difficulty.

In all schools where this cordial cooperation exists the work of the supervisors in the several so called special subjects is conspicuously successful. School orchestras, a city school band, and kinderbands have been organized by Miss Louise Westwood, Director of Music. This is a very progressive step. The results not only in music, but in drawing, domestic art, domestic science, and penmanship deserve the praise which is universally accorded them. The personnel of the supervisory corps is efficient, but there are increasing demands on time and strength as the school system grows. The duties of the supervisor of penmanship have become so onerous with the increased number of classes that an assistant should be appointed to relieve him.

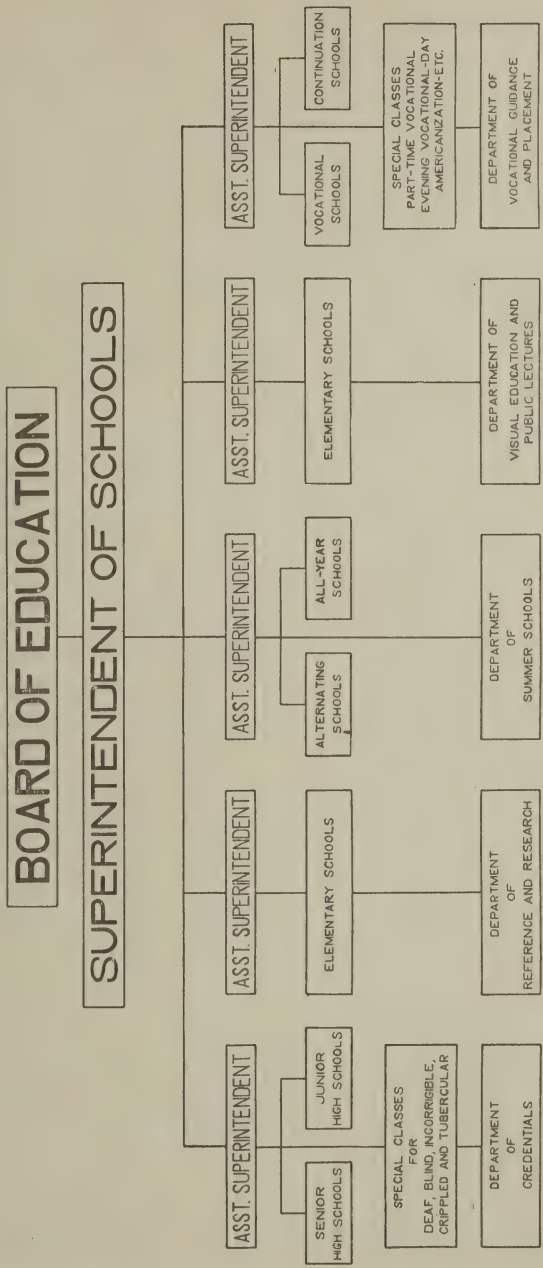
The supervisor of a modern school system requires knowledge of a technical character and personal qualities of tact, poise, vigor, and judgment. Only an idealist can be a good principal or supervisor or superintendent. He cannot well be a routinist, for to the extent that he becomes one he ceases to inspire others. He must be able to secure results without coercion. He must always be a stimulating force for better things.

The idea that supervision must definitely and constantly function in better methods and better practices in the schools has been stressed by the superintendent in his conferences with his staff in the last year. That is the chief purpose of supervision. It is not the reportorial duty of keeping the superintendent informed of what is transpiring that is chief, but the duty of leading and bringing to the teachers the benefit of *super* vision that they may have the broad view of the right direction and proper goal for their efforts. There have been many evidences of closer cooperation and understanding between the supervising staff and the teaching body. Too much cannot be

said in the way of appreciation of this state of affairs inasmuch as it is one of the most powerful means of efficiency.

Schools are growing more and more to be regarded as social agencies of tremendous value with responsibility for the future welfare of society resting upon them. There is increasing appreciation of their importance and the value of their service to the state. They are seeking to advance the general welfare by training intelligence, by developing individuals physically and morally, and by preparing them for vocational as well as avocational pursuits. The effort is not confined to a select few who are to be the leaders of the people, but embraces all, even the physically and mentally handicapped children. Newark is doing her part of this great work in a most commendable way, and her schools reflect the best educational philosophy of the times.

The vacancies in the Superintendent's staff were filled in September 1920, by the appointment of James E. Dougan and Charles H. Gleason. Mr. Dougan, after a successful experience of ten years as principal of the Boys' Vocational School, was promoted to the position of Assistant Superintendent and placed in charge of vocational schools. In this wider field he has displayed the same energy and ability that characterized him as a principal. Mr. Gleason, an able and successful principal of one of the first all-year schools, was promoted to the position of Assistant Superintendent and given charge of alternating and all-year schools. He has a clear idea of what constitutes efficiency in school work and the tact, persistence, and good judgment necessary to secure it. The graph on opposite page shows at a glance the assignment of the work of supervision to the several assistant superintendents.



THE SCHOOL BULLETIN

A very useful adjunct in the supervision of the schools is the School Bulletin. Since the fall of 1920 it has been published by the Board of Education each month, except July and August. It is a sixteen to twenty page publication controlled by an editorial board and intended to diffuse information in reference to the educational policies of the city and concerning pedagogical problems and studies that should be of interest to the teaching body. A copy is sent without charge to every teacher in the schools, and exchanges are made with other large cities for periodicals of a similar character.

Only such personal items as changes in the personnel of the Board of Education, deaths of teachers, or occurrences equally worthy of note have been admitted to its columns. Space is given chiefly to the exposition of important matters such as the merit system of the Board of Education, the classification of pupils, intelligence tests, programs for special types of schools, methods of instruction, and, specifically, to any unique or interesting phase of work as developed by a Newark school or teacher.

Excerpts from addresses or discussions at conferences of the Superintendent of Schools, and from assistant superintendent's or supervisor's reports of educational conventions, are printed when the content is of common interest. The object is to acquaint the staff with policies, experiments, and forward movements of every kind in the educational field. There is a department of library and museum notes which includes a list of current periodical articles of interest to teachers. This is another evidence of the cordial cooperation of the Free Public Library and the Newark school system.

The School Bulletin has been a decided success. There is convincing evidence of this in the testimony

of many readers as to the reliability of its information and the value of the suggestions contained in the wide range of its articles.

REFERENCE AND RESEARCH

The department of reference and research is of great assistance in the supervision of the schools. Its usefulness and value are increasing each year as the development progresses. The survey in arithmetic (Monograph No. 3) and the survey in spelling (Monograph No. 7) are now in printed form, available for use of principals and teachers. The survey in reading is nearing completion. In addition to these city-wide surveys the 8A grade pupils have been tested in successive terms to assist the high school principals in assigning to courses and classes those who enter their schools. The principals of elementary schools gave these tests, marked them, and sent the results for tabulation to the office.

After the tests in penmanship, arithmetic, spelling, and reading were given the various schools were divided into four groups according to their rank in each test. This grouping showed that some schools fell in the lowest group in every test and other schools in the highest group. A further investigation by applying grade norms showed that the results in the eighth grade of some schools were about equal to the sixth grade of some other schools. It was also noted that the schools showing the poorest results graduated the youngest pupils.

The cooperation on the part of the teaching force and of the psychological staff of the medical department with the department in the work of educational testing has been most cordial. Dr. Frank H. Reiter and his assistants have tested many pupils and classes on the request of principals and teachers and, in one case, of a whole school on the request of the Superin-

tendent of Schools. Dr. Reiter's special scientific training fits him for the position of psychologist in a great school system. He has energy and ability and is a worthy successor of Dr. Francis N. Maxfield. The results of his work have been illuminating and most helpful.

All of the investigations have thrown a different light upon the work done in the various schools. They indicate very strongly that the poorest work is not necessarily done in the schools where foreign children are taught, but may be found in those with unhandicapped children. They reveal much that is suggestive and are of the greatest value to the educational system.

Two schools—No. 1 and No. 2—requested a test of their 8A grades under the head of achievement based upon intelligence. In both cases rather surprising results were obtained and the principals of these schools have taken the test papers and the results and have studied them very carefully, the department of reference and research conferring with them regarding the points which the investigation disclosed. Mr. Sexton says of this test,

I have before me at this time the papers in either case but I recall these conclusions from the summary of the test given in No. 2: first, that the results mentally were too poor for pupils about to enter the high school—these children are chronologically somewhat under 13 years 11 months and mentally 12 years, 4 months; while the arithmetic achievement is of only sixth grade ability and the ability to comprehend only fifth grade.

The research department is, in some respects, in a better position to know the schools than the assistant superintendents who visit them. This, of course, does not mean that the research department knows better than the assistant superintendent all of the good or poor qualities of a given school, but it does mean that it knows the fundamental basis for closer supervision of the instruction.

The plans for next year include many excellent features. It is intended:

(a) To continue one or two city surveys from among the following subjects: geography, history, language, arithmetic. Arithmetic is included so that it will not be supposed that when the survey of a subject is once completed no special attention need be given to it although the results may have been poor.

(b) To construct with the cooperation of the kindergarten teachers and others, a test for the promotion of kindergarten children into the first grade, as a substitute for promotion almost entirely by age.

(c) To cooperate with principals in investigating with them the results in their schools and in interpreting these results; to encourage principals to give tests of their own under the supervision of the research department.

(d) To continue the work of testing the achievement of classes based upon their mentality in order to get what might be termed an educational quotient, or an insight into methods and skill in teaching.

(e) To continue the measuring of the intelligence of elementary pupils about to enter the high school.

The scope of the work is ever widening and is becoming more valuable each year. The tests now are made with mental age norms as well as grade norms. This gives more satisfactory results. No one can question seriously the value of these tests as a guide in supervising work. They have been productive of so much good that inhibition must be used to keep the testing within reasonable limits with a definite purpose in view. If they are to be practical aids in school administration, the assistant superintendent in charge must have the time to do field work. Now,

he has too much other work to do. An educational assistant is needed in the office, if development is to continue.

WELFARE OF TEACHERS

The effort is made to secure the happiness of teachers by making the conditions under which they work comfortable and attractive and by providing adequate compensation for acceptable service. For years Newark teachers have had permanent tenure after a probationary period, at first of one and now of three years. They belong to a state disability and pension system which provides for permanent breakdown and for old age. They are highly respected in the community and their social position is as good as they, as individuals, may choose to make it. The salaries are good. There have been several new schedules adopted in successive years, the final being the following, effective in September 1921:

SCHEDULE OF TEACHER'S SALARIES EFFECTIVE SEPTEMBER 1, 1921

SENIOR HIGH SCHOOLS

GRADE	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year	9th Year	10th Year	11th Year	12th Year	Max.
Principals	\$4,200	\$4,300	\$4,400	\$4,600	\$4,800	\$5,000	\$5,200	\$5,400	\$5,600	.....	.....	.....	\$5,800
Heads Assts. and Heads of Depts., including Physical Training and Principals' Assistants	2,700	2,800	2,900	3,000	3,200	3,400	3,600	3,800	4,000	\$4,200	.....	.....	4,400
Assistants, Librarians, Study Hall Teachers, Physical Training, and Dean of Girls...	2,100	2,200	2,300	2,400	2,500	2,600	2,700	2,800	3,000	3,200	\$3,400	\$3,600	3,800
Laboratory Assts. and Pianists..	1,000	1,100	1,200	1,300	.....	.....	.....	.....	.....	.....	.....	.....	1,400
Teacher Clerks	1,500	1,600	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	.....	.....	2,500
Asst. Teacher Clerks.....	1,400	1,500	1,600	1,700	.....	.....	.....	.....	.....	.....	.....	.....	1,800

NOTE.—Teachers of Physical Training are transferred to the regular high school schedule, thus compensating them for the required coaching of teams after school hours.

JUNIOR HIGH SCHOOLS

Principals	\$3,100	\$3,300	\$3,500	\$3,700	\$3,900	\$4,100	\$4,300	\$4,500	.....	.....	.....	.....	\$4,700
Vice-Principals	2,300	2,400	2,500	2,600	2,700	2,800	2,900	3,000	.....	.....	.....	.....	3,200
Assistants	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	\$2,600	\$2,700	2,800	.....	2,900
Teacher Clerks	1,500	1,600	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	.....	.....	2,500

ELEMENTARY SCHOOLS

Principals—More than fourteen classes	\$2,900	3,100	\$3,300	\$3,500	\$3,700	\$3,900	\$5,100	\$4,300	.....	.....	.....	.....	\$4,500
Principals—Less than fifteen classes	2,500	2,600	2,700	2,800	2,900	3,100	3,300	3,500	.....	.....	.....	.....	3,700

VOCATIONAL AND CONTINUATION SCHOOLS

Principals	\$2,900	\$3,100	\$3,300	\$3,500	\$3,700	\$3,900	\$4,100	\$4,300	.....	.....	.....	.....	.....	\$4,500
Head Assistants	1,900	2,000	2,100	2,200	2,300	2,400	2,500	2,600	\$2,700	\$2,800	\$2,900	\$3,000	\$3,200	
Assistants in Machine and Woodworking, Shop, Electricity, Printing, Auto Repairing, Drawing, Boys' and Girls' Non-Vocational subjects	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	2,600	2,700	2,800	2,900	3,100	
Assistants in Machine Power Operating, Cooking, Sewing, Dressmaking and Millinery...	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	2,600	2,700	2,800	2,900	
Teacher Clerks	1,500	1,600	1,700	1,800	1,900	2,000	2,100	2,200	2,300	.....	.....	.....	2,400	
Assistant Teacher Clerks.....	1,400	1,500	1,600	1,700	.....	.....	.....	.....	.....	.....	.....	.....	1,800	

UNGRADED SCHOOLS

Head Teachers—One room...	\$2,000	\$2,100	\$2,200	\$2,300	\$2,400	\$2,500	\$2,600	\$2,700	\$2,800	\$2,900	.....	.....	\$3,000
Head Teachers—Two or more rooms	2,100	2,200	2,300	2,400	2,500	2,600	2,700	2,800	2,900	3,000	.....	.....	3,100
Assistants	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	2,600	.....	.....	2,700

BLIND, SPEECH IMPROVEMENT, CRIPPLED CLASSES

Head Teachers	\$1,900	\$2,000	\$2,100	\$2,200	\$2,300	\$2,400	\$2,500	\$2,600	\$2,700	\$2,800	.....	.....	\$2,900
Assistants	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	2,600	.....	.....	2,700

BINET (Defective) CLASSES

Head Teachers	\$1,900	\$2,000	\$2,100	\$2,200	\$2,300	\$2,400	\$2,500	\$2,600	\$2,700	\$2,800	.....	.....	\$2,900
Assistants	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	2,600	.....	.....	2,700

SCHOOL FOR THE DEAF

GRADE	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Principals.....	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year
	\$2,300	\$2,400	\$2,500	\$2,600	\$2,700	\$2,800	\$2,900	\$3,100	\$3,300			Max.
Assistants	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	\$2,600		\$3,500
												2,700

TUBERCULAR CLASSES

Assistants	\$1,700	\$1,800	\$1,900	\$2,000	\$2,100	\$2,200	\$2,300	\$2,400	\$2,500	\$2,600		\$2,700
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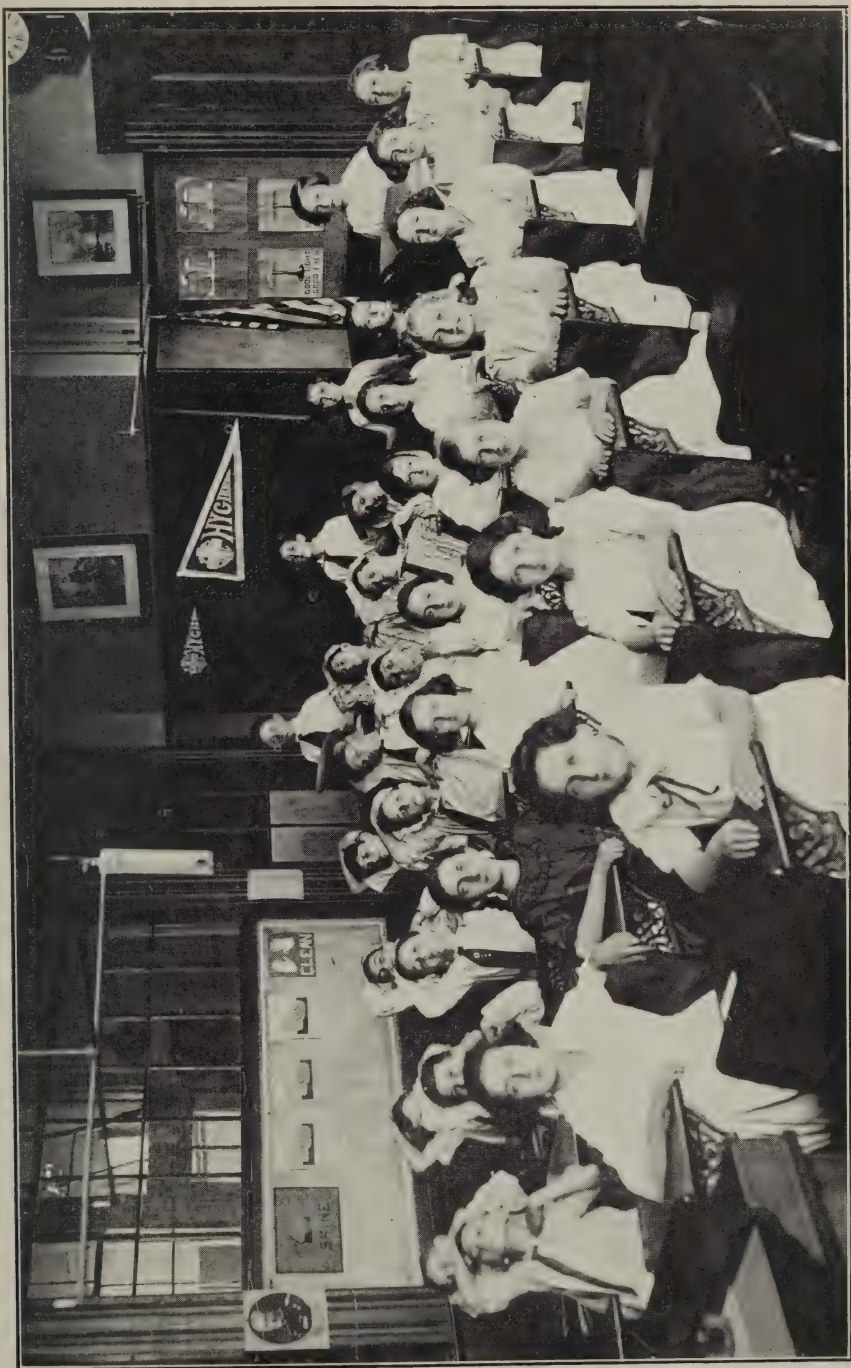
DIRECTORS AND SUPERVISORS

Directors	\$2,900	\$3,100	\$3,300	\$3,500	\$3,700	\$3,900	\$4,100	\$4,300				\$4,500
General Supervisor	2,600	2,800	3,000	3,200	3,400	3,600						3,800
Supervisor of Athletics.....	2,600	2,800	3,000	3,200	3,400	3,600						3,800
Supervisor of Art, Domestic Art, Domestic Science, Pen- manship, Art and Music in Alternating Schools, Grammar Manual Training and Primary Manual Training	2,600	2,700	2,800	3,000	3,200	3,400	3,600					3,800

NOTE—The Director of Physical Training and the Supervisor of Grammar Manual Training shall be employed all year and shall receive additional compensation for the months of July and August on the basis of their respective schedules.

ASSISTANT SUPERVISORS

Art, Music, Domestic Art, and Physical Training	\$2,000	\$2,100	\$2,200	\$2,400	\$2,600	\$2,800	\$3,000	\$3,200				\$3,400
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HEALTH LEAGUE — MORNING HEALTH INSPECTION, CHARLTON STREET SCHOOL

SUBSTITUTES

Senior High School.....	\$7.00	per day
Junior High School.....	6.00	" "
Grammar and Primary Grades—		
Three years or more experience.....	5.50	" "
Less than three years' experience.....	4.50	" "
Special Schools and Classes—		
Vocational, Ungraded, Binet, Blind, Speech Correction,		
Crippled, Deaf, Tubercular, Art, Music, Domestic Art,		
Domestic Science, Physical Training, Manual Training,		
Electricity and Printing.....	6.00	" "
Teacher Clerks—		
Three years or more experience.....	5.50	" "
Less than three years' experience.....	4.50	" "
Assistant Teacher Clerks.....	4.00	" "
Laboratory Assistants and Pianists.....	3.25	" "

ALL-YEAR PLAYGROUNDS

Instructor of Pageantry and					
Dramatics	\$1,700	\$1,800	\$1,900	\$2,000	\$2,400
Directors	1,500	1,600	1,700	.....	.....
Assistants	1,200	1,300	1,400	.....	.....

ASSISTANT SUPERINTENDENTS

1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	5th Yr.	Max.
\$5,500	\$5,800	\$6,100	\$6,400	\$6,700	\$7,000

During the formative period in the arrangement of the early schedules referred to, the Superintendent called to confer with him leading teachers of the city in whose judgment and discretion he had confidence. This cooperation was most helpful. The Board of Education finally appointed a Salary Schedule Committee composed of representatives of the Board and of teachers' organizations, together with the Superintendent and other officials to discuss and to formulate salary schedules and to prepare rules for their operation.

To stimulate teachers to broaden their scholarship and to improve their professional equipment, a rule was adopted permitting teachers to be advanced one additional step on the schedule every three years provided they present certificates covering collegiate or professional work, or an advanced degree, or research work of approved quality, and have a record of "good" or higher during the period for which recognition is sought. It was realized that there might be danger to the efficiency of the schools if teachers were to engage primarily in taking college or professional courses rather than in teaching the children. One is of greater importance than the other, for schools are maintained to educate children. The taking of courses is but secondary and must be kept so. The purpose for teachers-in-service is to strengthen the work of educating children. In theory it should be unnecessary to do this, but in practice it is desirable for teachers to preserve the attitude of the learner and to keep fresh and abreast of the times, otherwise there might be stagnation. To prevent any loss to the schools, too much outside work at any one time should not be encouraged or approved.

A Board of Control has the responsibility for formulating rules in reference to courses and work for teachers in service, referred to in the rules consists

of the Superintendent of Schools and J. Wilmer Kennedy, assistant superintendent, Corliss F. Randolph, representing elementary teachers, Marie L. Wolfs, representing secondary teachers, Griselda Ellis, representing special teachers, Clara E. Romer, vice principal, Franklin School, and Thomas K. McClelland, principal Montgomery School. The important rulings of the Board in reference to the "skip-step" are:

RULINGS OF BOARD OF CONTROL

1. Work done prior to 1920-1921 will not be credited.
2. The earliest date at which a teacher can receive a "skip step" in salary will be September, 1923.
3. Teachers must have received permanent appointment before starting on the three-year period.
4. Courses taken prior to permanent appointment will not be credited.
5. The term "permanent appointment" shall be taken to mean permanent appointment to the system, and not to the particular grade or rank.
6. The same courses cannot be submitted more than once for credit; that is, courses can not be offered for promotion or other advanced licenses and for "skip step" in salary, even though the teacher holding such advanced license shall never have been appointed to the position.
7. Courses taken by any teacher for "skip step" in salary should be of higher rank than the requirements of the position; that is, a teacher should go beyond her original preparation.
8. High school teachers should not be credited with undergraduate work.
9. Courses must be considered in connection with the qualifications of the person offering them; as, a course which might be accepted when offered by a teacher of the elementary schools, would not necessarily be so accepted when offered by a high school teacher.
10. The term "professional," as applied to courses, shall be taken to mean those courses which have a particular bearing on education.
11. The ratings to be considered for the three-year period shall be the official record of the teacher; that is, the ratings of the principal, general supervisor, and assistant superintendent,—not the auxiliary ratings of the supervisors in the special subjects, except for teachers of special subjects, in which case the ratings of the special supervisor of that subject shall also be considered.
12. Teachers on the maximum can not be advanced beyond the maximum by presenting the number of hours of professional or cultural work required for the "skip step" and satisfactory ratings.

13. Two courses in the same department can be credited, but they must not be duplicates; that is, they must not be of the same grade.

14. Teachers of the manual arts can not be credited with courses taken in the Fawcett School of Industrial Arts inasmuch as such courses are offered primarily to teachers who are not already equipped to teach drawing and the related subjects required in the present course of study.

15. The following directions shall be observed by candidates in submitting transcript of these to be used in securing an advance in the salary schedule (skip step):

- (a) The transcript shall be typewritten with double spaces between the lines.
- (b) There shall be a margin of $1\frac{1}{2}$ " on the left and of 1" on the right.
- (c) The margin at the bottom of the paper shall be slightly wider than the margin at the top of the paper. The top margin shall be at least one inch wide.
- (d) The title page shall bear the title of the thesis about one-third of the way down, and below it the following:
A thesis submitted for the skip-step on the.....
school salary schedule of the Board of Education of
Newark, New Jersey.

by

.....

and at the bottom of the page the date of presentation.

- (e) The whole shall be bound in a ring binder.

Sex discrimination in salary was abolished and an extra "equalization" increase of two hundred dollars, beginning in 1921-22, will be given each year until the difference in salary schedules is made up.

Leaves of absence of one year, to teachers of more than ten years acceptable service, for post-graduate study on salary less substitute's pay, have been granted from time to time by the Board of Education. The precedents thus established resulted in the adoption of the policy of granting, under approximately the same conditions, leaves of absence to teachers of ten years acceptable service for study and observation and to teachers of twenty years of acceptable service a year for rest and recreation. This privilege of a year's leave for either purpose was granted on the declared

proviso, if the Board of School Estimate should provide the money. The cost for the school year 1921-22 was:

School	Teacher	Amount		
		Being Paid	Salary Per Annum	Salary Substitute's
Barringer High	A	\$1,600	\$3,200	\$2,400
Barringer High	B	1,700	3,400	1,900
Barringer High	C	1,600	3,200	2,400
Central High	D	1,600	3,200	2,200
Central High	E	1,500	3,000	2,100
Central High	F	1,400	2,800	2,500
		<hr/>	<hr/>	<hr/>
		\$9,400	\$18,800	\$13,520

Total salary these high school teachers would have received had they taught all year.....\$18,800

Total they will be paid on account of furlough....\$ 9,400

Total to be paid their substitutes..... 13,520 22,920

Excess.....\$ 4,120

Elizabeth Avenue	A	\$1,050	\$2,100	\$1,500
Garfield	B	1,050	2,100	1,900
Joseph E. Haynes	C	1,050	2,100	1,500
Lafayette	D	1,155	2,310	1,900
Lincoln	E	1,050	2,100	1,900
Madison	F	1,155	2,310	2,100
Webster	G	1,050	2,100	1,500
		<hr/>	<hr/>	<hr/>
		\$7,560	\$15,120	\$12,300

Total salary these elementary school teachers would have received had they taught all year.....\$15,120

Total they will be paid account of furlough.....\$ 7,560

Total to be paid their substitutes..... 12,300 19,860

Excess.....\$ 4,740

SUMMARY

Total extra cost—High.....\$4,120

Total extra cost—Elem..... 4,740

Grand Total.....\$8,860

Average cost per teacher.....\$ 681

All the measures taken for the welfare and happiness of teachers are just and worthwhile. They make teachers of ability feel that the profession of education is attractive because of its rewards as well as its opportunities for service.

BOARD OF EXAMINERS

Newark has made provision for the selection of well equipped and competent teachers by a system of competitive examinations conducted by a Board of Examiners. It is now more than twenty-one years since the Board was created by resolution of the Board of Education. It acts under the authority of state law which provides that "In each city school district there may be a board of examiners consisting of the superintendent of schools of such district, if there be one, and such persons as the Board of Education of the school district shall appoint. No person shall be appointed as such examiner unless he or she shall hold either a state certificate or the highest grade certificate issued in said district, or shall be a graduate of a college or university. Said board of examiners shall, under such rules and regulations as the State Board of Education shall prescribe, grant certificates to teach which shall be valid for all schools of such school district."

The personnel of the Board of Examiners has varied from time to time, the constant attempt being to have it representative. There were, at first, five members, but when the Board of Education decided to refer the matter of selecting text books and supplies to the Board of Examiners, the number was increased to seven. Still later, when the Board of Examiners was under attack, largely by people disappointed in their failure to secure the listing of text books for the schools, or to secure licenses to teach in Newark, there were added two laymen, men well known in the community, making the number nine. Even this plan did not work because of continued attacks and the Board was reorganized in 1910 and made to consist of five members, the Superintendent of Schools, his two assistants, and the two laymen. The lay members were irregular in attendance at meetings and the work of the Board devolved upon the Superintendent and his

two assistants. The Board was again reorganized in 1918 and thereafter consisted of the Superintendent of Schools, three assistant superintendents, the principal of a high school, and two elementary school principals.

By resolution of the Committee on Teachers adopted December 27, 1901, the Board of Examiners is required to examine and rate all candidates for licenses under the three heads of scholarship, experience and fitness, or in cases of candidates exempted from the written examination, under the heads of experience and fitness alone. Scholarship is rated 50%, experience 25%, and personal fitness 25%. All candidates are required to appear before the Board for oral examination as to experience and personal fitness. Not so many fail in the oral test but the written examinations take heavy toll of all applicants. This is especially true of examinations for high school licenses where the scholarship requirements are high. The failure of many normal graduates to pass a simple examination in English and Science and Art of Teaching is a subject of much concern to the Board of Examiners. For promotion of teachers in our own system, candidates must show proficiency either through examination or the completion of college courses in the required studies. They must also be recommended by the principal of the school and the Assistant Superintendent in charge of the district in which the candidate teaches. Their recommendations must be made independently, that is without conference with each other.

The Board of Examiners has always been under fire, and from the nature of its work must always remain so. Any individual or body of individuals engaged in handing out refusals and denials in such large numbers is leaving behind it a trail of people embittered by disappointment, many of whom are worthy and animated by a laudable ambition. It is estimated

that 50% of candidates for elementary licenses and 75% for high school licenses fail. In 1906 a candidate who failed to win a principal's license, charged the members of the Board with malfeasance in office and they were summoned to appear before the Board of Education and plead to the indictment. The verdict was practical acquittal. In 1911 a candidate who was denied a principal's license happened to be a member of the Legislature. He secured the enactment of a law taking away the licensing power from local boards of examiners. As the licensing power is a state function, the effect of the law was to embarrass the local Board and compel it to issue certificates instead of licenses through the State Board of Education. One year later the law was repealed. Open attacks such as these are less dangerous than subterranean efforts to discredit the Board, which, taken in the aggregate, are evil in their results. It must be remembered and emphasized that the Board of Examiners is the keeper of the gateway to the system, charged with the duty of seeing that none enter who are not qualified, and it does a work that can scarcely be overestimated. The members discharge their duties with an eye single to the welfare of the Newark schools and no matter how sharp the criticism they feel that they must not deviate from this high purpose. The work done has been very important in making the schools efficient. The high professional standards long established and effectively maintained have given the city a corps of able and successful instructors.

CONCLUSION

The recent history, the present conditions, and the future needs of the schools of Newark makes evident the truth that a modern school system is a very complex organization. Not only here but everywhere, public education is a concrete exemplification of the wishes and aspirations of a democratic people whose

appreciation of education is universal. So strong is the general belief in its value and necessity for success in all walks of life that the attendance even in high schools has increased enormously and all higher institutions are crowded to the utmost. Measures for the betterment of schools—especially elementary, vocational, and secondary—are certain to receive encouragement and support. The post war reaction against large budgets was to be expected and is widespread. A period of reasonable economy may be beneficial. The social and moral service of the schools is so well apprehended that there need be no fear for the future.

That the Newark Schools have progressed is certain. Increased enrollment, improvement of buildings, erection of additions to school houses, careful study and classification of children, improved methods and results, enlarged service and multiplication of opportunities of every kind, rewards and recognition for teachers and a cooperative spirit animating the supervising and teaching corps are part of the evidence showing the truth of the assertion. That the stage has been reached where further advancement is unlikely cannot be claimed. There must be continued effort to secure a higher degree of efficiency and every means must be used to make effective a splendid ideal in the mind of all educators. To all who have labored unselfishly to push forward the frontiers of education in this city during the last two years sincere thanks are hereby most heartily given.

Respectfully submitted,

DAVID B. CORSON,

Superintendent of Schools.

SPECIAL REPORTS

APPENDIX A

School Savings Banks

Report of

ELMER K. SEXTON,

Assistant Superintendent of Schools

The first school savings bank was organized at Goshar, Germany, in 1820. It was introduced into France in 1834, into Belgium in 1866, and still later into England, Switzerland, Italy, and other European countries. It was introduced into the United States by John Thiry, who instituted a school savings system, adapted from the plans followed in Europe, in the public schools of Long Island City, New York, in 1885. Today the school savings bank exists in more than three thousand different school systems throughout the United States.

Nearly \$4,000,000 was saved and deposited in school savings banks by the American school children during the school year 1920-1921, as compared with \$2,800,000 in the preceding school year, and the number of depositors increased from 462,000 to 666,500 in schools having a total enrollment in the two years respectively of 1,015,000 and 1,479,600 according to the annual tabulation of the Savings Bank Division of the American Bankers' Association.

NEWARK'S SCHOOL SAVINGS BANKS

The first school savings bank in Newark, that at East Side High School, was opened March 1, 1915, before formal action was taken by the Board of Education establishing school savings banks as a part of

the school system. Owing to the success of this bank, the establishment of other school savings banks was soon authorized.

Summaries of receipts and expenditures and of the number of depositors follow. (For analysis by schools see pages 177-180).

TABLES SHOWING RECEIPTS AND EXPENDITURES

For the Year 1921

RECEIPTS

Balance on hand in school savings banks July 1, 1920.....		\$ 6,656.90
Amount deposited in S. S. B. July 1, 1920 to July 1, 1921.....	\$ 25,395.10	
Interest credited S. S. B. July 1, 1920 to July 1, 1921 (Not including July 1, 1921)	226.56	25,621.66
Total.....		\$ 32,278.56

DISBURSEMENTS

Amount transferred to pupils accounts in local savings banks during year.....	\$ 18,084.63	
Amount withdrawn by pupils from S. S. B. during year	6,926.97	25,011.60
Amount on hand in S. S. B. July 1, 1921....		\$ 7,266.96
The amount on hand was held as follows:		
Bank balance	\$4,833.15	
W. S. S.....	338.92	
Liberty Bonds	2,094.89	
Total		\$7,266.96

For the Year 1922

RECEIPTS

Balance on hand in school savings banks July 1, 1921.....		\$ 7,266.96
Amount deposited in S. S. B. July 1, 1921 to July 1, 1922.....	\$ 24,289.53	
Interest credited S. S. B. July 1, 1921 to July 1, 1922 (Not including July 1, 1922)	188.00	24,477.53
Total.....		\$ 31,744.49

DISBURSEMENTS

Amount transferred to pupils' accounts in local savings banks during year.....	\$17,863.47
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SCHOOL SAVINGS BANKS

173

Amount withdrawn by pupils from S. S. B. during year	6,876.45	
Amount transferred to School Account.....	210.04	24,949.96
		<hr/>
Amount on hand in S. S. B. July 1, 1922....		\$ 6,794.53
The amount on hand is held as follows:		
Bank balance	\$4,360.72	
W. S. S.	338.92	
Liberty Bonds	2,094.89	
	<hr/>	
Total.....	\$6,794.53	

Cumulative Report

Total amount deposited in S. S. B. to July 1, 1921.....	\$87,630.41		
Amount deposited July 1, 1921 to July 1, 1922.....	24,289.53	\$111,919.94	
	<hr/>		
Interest credited S. S. B. to July 1, 1921	760.87		
Interest credited July 1, 1921 to July 1, 1922 (Not including July 1, 1922).....	188.00	948.87	\$112,868.81
	<hr/>	<hr/>	
Amount transferred to pupils' ac- counts in local savings banks to July 1, 1921.....	53,614.21		
Amount transferred July 1, 1921 to July 1, 1922.....	17,863.47	71,477.68	
	<hr/>		
Amount withdrawn by pupils from S. S. B. to July 1, 1921.....	27,510.11		
Amount withdrawn by pupils July 1, 1921 to July 1, 1922.....	6,876.45	34,386.56	
	<hr/>		
Amount transferred to School Account		210.04	106,074.28
		<hr/>	<hr/>
Amount on hand in S. S. B. July 1, 1922.....			\$ 6,794.53

NUMBER OF DEPOSITORS

For the Year 1921

Number of depositors in S. S. B. July 1, 1920.....	5,920	
Number of new depositors July 1, 1920 to July 1, 1921	3,893	
	<hr/>	
Total number of depositors during year.....		9,813
Number of depositors who have withdrawn all de- posits during year.....		3,033
		<hr/>
Number of depositors July 1, 1921.....		6,780

For the Year 1922

Number of depositors in S. S. B. July 1, 1921.....	6,780	
Number of new depositors July 1, 1921 to July 1, 1922	2,456	
Total number of depositors during year.....		9,236
Number of depositors who have withdrawn all deposits during year.....	2,449	
Number who have not made any deposits or withdrawals during year.....	1,761	4,210
Number of depositors July 1, 1922.....		5,026

Cumulative Report

Total number of depositors in S. S. B. to July 1, 1921	14,878	
Number of new depositors July 1, 1921 to July 1, 1922	2,456	
Total number of depositors since opening of S. S. B.		17,334
Number of depositors who have withdrawn all deposits to July 1, 1921.....	8,098	
Number of depositors who have withdrawn all deposits July 1, 1921 to July 1, 1922.....	2,449	
Number who have not made any deposits or withdrawals during year.....	1,761	12,308
Number of depositors July 1, 1922.....		5,026
Amount of money represented by the accounts which have not been active during year (1921)		\$568.90
Number of graduates who had accounts at time of graduation 1921.....		76
1922.....		119
Number of pupils now attending school who have regular bank accounts in local savings banks		2,334

During the year ending July 1, 1921, two new banks were opened, namely: Chestnut Street and Eliot. These two banks have been especially prosperous, and this accounts principally for the increase in the deposits (21.9%) during the year, as shown by the statement. (See *Table I, 1921*, appended.)

During the school year 1921-1922, no additional school savings banks were opened in Newark. One bank, Chestnut Street, did not function on account of the illness and death of the principal, Mr. Heineken, whose place was filled during the remainder of the year by Miss MacBride, the vice principal.

The amount deposited during the year 1921-1922, was \$24,289.53, which was a decrease of \$1,105.57, or 4.35%, over that of the preceding year. Five schools—Abington Avenue, Cleveland, Monteith, Warren Street, and Washington Street—have increased their deposits over those of 1920-1921. The greatest decrease in deposits occurred in Eliot, which showed \$2,681.35 less than the year preceding.

The withdrawals during the year amounted to \$6,876.45, which was \$50.52, or .73 of one per cent. less than last year. The greatest amount withdrawn was from Lafayette School, and the least amount withdrawn was from Chestnut Street School, which school did not have any deposits during the year.

The amount transferred to the accounts of individual pupils who hold savings bank books was \$17,863.47. This is \$221.16, or 1.22%, less than last year. The school doing the best work in this respect was Monteith, which transferred \$5,256.00 to the accounts of the individual pupils.

Interest credited to the school savings banks by the local institutions, and "dead" accounts, occurring through pupils moving from the district without withdrawing their accounts, and who cannot be found, become a fund which continues to grow and lies dormant. In some cases, schools have been allowed to transfer a part of this balance to the school fund. During the year the amount so transferred was \$210.04.

The balance held by the schools July 1, 1922, to the credit of pupils which has not reached a sufficient sum to be deposited in the savings banks to the individual accounts of the pupils, amounts to \$6,794.53, of which \$338.92 is invested in War Savings Stamps, and \$2,094.89 in Liberty Bonds. The school showing the greatest amount to its credit in the local savings bank

is Lafayette which has \$1,693.13, and the one having the least is Chestnut Street with \$52.22. (See *Table I, 1922*, appended.)

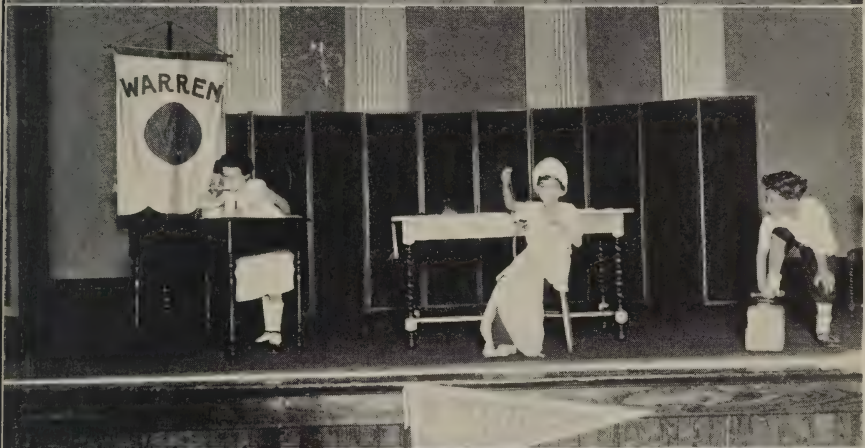
The number of new depositors during the year 1921-1922 was 2,456, a decrease of 1,437, or 37.2%, over last year. The total number of depositors during the year was 9,236, or 577 less than last year. The total number of depositors includes those carried over from the preceding year and the new depositors of this year. The number of active depositors during the year was 5,026. This does not include any depositor who did not make a deposit or withdrawal during the year. The total number of pupils who have deposited in the school banks since they were opened was 17,334. The number of graduates who had accounts at the time of graduation was 119. (See *Table II, 1922*, appended.)

No new banks have been established, largely because the principals do not wish to increase the amount of work they now have. The statement is made that there is more time consumed with it than they can spare. The form of bank which we now have is the nearest to actual banking experience and for that reason we prefer to keep it unless greater advantages are found in other systems. New devices have been examined with a view of placing in the schools one which will lessen the amount of labor on the part of the schools in connection with the school savings banks. If this can be done, there is no reason why all, or nearly all, of the schools should not take part in the thrift education which is so important to the young people of our nation.

Respectfully submitted,

ELMER K. SEXTON,

Assistant Superintendent of Schools.



HEALTH LEAGUE DRAMATIZATIONS

TOP—GOOD HEALTH FAIRY, HAMILTON SCHOOL. MIDDLE—HEALTH CLUB ACTIVITIES, WARREN STREET SCHOOL. BOTTOM—GOOD HEALTH ELVES, MILFORD SCHOOL

STATISTICS OF SCHOOL SAVINGS BANKS
TABLE I (1921)—SUMMARY BY SCHOOLS OF SCHOOL SAVINGS BANKS REPORTS

SCHOOL	Amount to credit of school bank July 1, 1920	Total deposits during school year	Increase in deposits over 1920	Interest credited during year to school savings bank (not including July 1, 1920)	Total credits	Amount transferred from school to pupils' saving bank accounts during year	Amount withdrawn by pupils during year	Total debits	Amount to credit of school bank July 1, 1921
East Side High.....	\$1,774.13	\$1,099.39	*\$2,346.72	\$57.31	\$2,930.83	.....	\$1,719.74	\$1,719.14	\$1,211.09
Abington Avenue.....	\$234.19	\$1,702.48	\$530.95	\$9.14	\$1,945.81	\$1,624.00	\$67.18	\$1,691.18	\$254.63
Camden Street.....	380.36	2,096.39	89.14	9.64	1,386.39	307.29	596.51	903.80	482.59
Chestnut Street.....	.....	2,225.61	2,225.61	.79	2,226.40	2,029.00	121.69	2,150.69	75.71
Cleveland.....	233.88	1,502.18	98.42	.....	1,736.06	1,312.00	104.31	1,416.31	319.75
Eliot.....	.....	4,802.30	4,802.30	2.28	4,804.58	3,935.45	362.17	4,297.62	506.96
Lafayette.....	2,037.27	3,315.28	618.90	80.99	5,433.54	1,147.37	2,315.48	3,462.85	1,970.69
Moneth.....	253.61	3,618.43	420.16	13.52	3,885.56	3,549.00	97.23	3,646.23	239.33
Newton.....	1,090.36	2,776.62	389.61	30.92	3,897.90	1,685.92	883.67	2,569.79	1,328.11
Warren Street.....	399.03	1,893.13	104.81	10.87	2,303.03	1,565.19	279.24	1,844.43	458.60
Washington Street.....	254.07	1,463.29	236.65	11.10	1,728.46	929.41	379.55	1,308.96	419.50
Total Elem.....	\$4,882.77	\$24,295.71	\$6,914.79	\$169.25	\$29,347.73	\$18,084.63	\$5,207.23	\$23,291.86	\$6,055.87
Grand Total.....	\$6,656.90	\$25,395.10	\$4,568.07	\$226.56	\$32,278.56	\$18,084.63	\$6,926.97	\$25,011.60	\$7,266.96

*Decrease.

TABLE I (1922)—SUMMARY BY SCHOOLS OF SCHOOL SAVINGS BANK REPORTS

SCHOOL	Amount to credit of school bank July 1, 1921	Total deposits during school year	Decrease in deposits over 1921	Interest credited during year to school savings bank (not including July 1, 1922)	Total credits	Amount transferred from school to pupils' savings bank accounts during year	Amount withdrawn by pupils during year	Amount transferred to school account	Total debits	Amount to credit of school bank July 1, 1922
East Side High.....	\$1,211.09	\$1,828.82	* \$729.43	\$7.76	\$3,047.67	.....	\$2,017.20	.....	\$2,017.20	\$1,030.47
Abington Avenue.....	254.63	2,882.14	* 1,179.66	5.97	3,142.74	\$2,602.52	191.16	.....	2,796.68	346.06
Camden Street.....	482.59	461.32	535.07	11.48	960.39	82.03	454.63	.....	536.66	423.73
Chestnut Street.....	75.71	.....	2,225.61	2.12	77.83	.....	23.28	.....	25.61	52.22
Cleveland.....	319.75	2,674.40	* 1,172.22	.....	2,994.15	2,462.00	181.52	32.00	2,675.52	318.63
Eliot.....	506.96	2,170.95	2,681.35	20.34	2,648.25	1,761.74	296.80	.....	2,058.54	589.71
Grace M. Duffy.....	1,328.11	2,622.95	153.67	31.11	3,982.17	1,682.72	1,129.17	45.14	2,857.03	1,125.14
Lafayette.....	1,970.69	2,541.85	773.43	66.01	4,578.55	960.10	1,859.31	66.01	2,885.42	1,693.13
Monteth.....	239.33	5,499.23	* 1,880.80	12.94	5,751.50	5,256.00	97.54	.....	5,353.54	397.96
Warren Street.....	458.60	2,122.09	* 228.96	8.84	2,889.53	1,882.81	278.14	11.35	2,172.30	417.23
Washington Street.....	419.50	1,535.78	* 72.49	16.43	1,971.71	1,173.55	344.70	53.21	1,571.46	400.25
Total Elementary.....	\$6,055.87	\$22,460.71	\$1,835.00	\$180.24	\$28,696.82	\$17,863.47	\$4,859.25	\$210.04	\$22,932.76	\$5,764.06
Grand Total.....	\$7,266.96	\$24,289.53	\$1,105.57	\$188.00	\$31,744.49	\$17,863.47	\$6,876.45	\$210.04	\$24,949.96	\$6,794.53

*Increase.

SCHOOL SAVINGS BANKS

179

TABLE II (1921)—NUMBER OF DEPOSITORS IN SCHOOL SAVINGS BANKS

SCHOOL	Number of depositors July 1, 1920	Number of new depositors during year	Total number of depositors during year	Number of depositors who have withdrawn all deposits	Number of depositors July 1, 1921
East Side High.....	163	47	210	29	181
Abington Avenue.....	246	183	429	17	412
Camden Street.....	427	255	682	347	335
Chestnut Street.....	.....	307	307	103	204
Cleveland.....	667	223	890	41	849
Eliot.....	.....	830	830	70	760
Lafayette.....	1,634	1,180	2,814	873	1,941
Monteith.....	762	189	951	463	488
Newton.....	842	295	1,137	472	665
Warren Street.....	935	209	1,144	483	661
Washington Street.....	6,244	175	419	135	284
Total Elem.....	5,757	3,846	9,603	3,004	6,599
Grand Total.....	5,920	3,893	9,813	3,033	6,780

SCHOOL	Total number of depositors to July 1, 1920	Number of new depositors during year	Total number of depositors to July 1, 1921	Number of depositors who have withdrawn all deposits to July 1, 1920	Number who have withdrawn all deposits during year	Total number of depositors who have withdrawn all deposits to July 1, 1921	Number of depositors July 1, 1921
East Side High.....	564	47	611	401	29	430	181
Abington Avenue.....	600	183	783	354	17	371	412
Camden Street.....	437	255	692	10	347	357	335
Chestnut Street.....	.....	307	307	.....	103	103	204
Cleveland.....	858	223	1,081	191	41	232	849
Eliot.....	.....	830	830	.....	70	70	760
Lafayette.....	3,020	1,180	4,200	1,386	873	2,259	1,941
Monteith.....	1,552	189	1,741	790	463	1,253	488
Newton.....	1,797	295	2,092	955	472	1,427	665
Warren Street.....	1,311	209	1,520	376	483	859	661
Washington Street.....	846	175	1,021	602	135	737	284
Total Elem.....	10,421	3,846	14,267	4,664	3,004	7,668	6,599
Grand Total.....	10,985	3,893	14,878	5,065	3,033	8,098	6,780

TABLE II (1922)—NUMBER OF DEPOSITORS IN SCHOOL SAVINGS BANKS

SCHOOL	Number of depositors July 1, 1921	Number of new depositors during year	Total number of depositors during year	Number of depositors who have withdrawn all deposits	Number who have not deposited or withdrawn during year	Number of depositors July 1, 1922
East Side High	181	106	287	136	.....	151
Abington Avenue	412	155	567	129	125	313
Camden Street	335	77	412	158	74	180
Chestnut Street	204	.....	204	41	163	.....
Cleveland	849	302	1,151	139	187	825
Eliot	760	105	865	288	227	350
Grace M. Duffy	665	332	997	498	58	441
Lafayette	1,941	500	2,441	379	574	1,488
Monteith	488	397	885	173	96	616
Warren Street	661	149	810	224	227	359
Washington Street ..	284	333	617	284	30	303
Total Elem.....	6,599	2,350	8,949	2,313	1,761	4,875
Grand Total.....	6,780	2,456	9,236	2,449	1,761	5,026

SCHOOL	Total number of depositors to July 1, 1921	Number of new depositors during year	Total number of depositors to July 1, 1922	Number of depositors who have withdrawn all deposits to July 1, 1921	Number who have withdrawn all deposits during year	Number who have not deposited or withdrawn during year	Total number who have withdrawn all or whose accounts are inactive	Number of depositors July 1, 1922
East Side High	611	106	717	430	136	.....	566	151
Abington Avenue	783	155	938	371	129	125	625	313
Camden Street	692	77	769	357	158	74	589	180
Chestnut Street	307	.....	307	103	41	163	307	.....
Cleveland	1,081	302	1,383	232	139	187	558	825
Eliot	830	105	935	70	288	227	585	350
Grace M. Duffy	2,092	332	2,424	1,427	498	58	1,983	441
Lafayette	4,200	500	4,700	2,259	379	574	3,212	1,488
Monteith	1,741	397	2,138	1,253	173	96	1,522	616
Warren Street	1,520	149	1,669	859	224	227	1,310	359
Washington St.	1,021	333	1,354	737	284	30	1,051	303
Total Elem.....	14,267	2,350	16,617	7,668	2,313	1,761	11,742	4,875
Grand Total.....	14,878	2,456	17,334	8,098	2,449	1,761	12,308	5,026

APPENDIX B

Tex Books in the Schools

Report of

ELMER K. SEXTON,

Assistant Superintendent of Schools

The report on text books submitted herewith covers the books in the elementary and secondary day and evening schools for the two years ending June 30, 1922.

The following tables present a summary of the data exhibited in the tables appended to this report: (See pages 192-206).

Table A—Text Books in the Schools

	Number of books			Per cent increase		Books per pupil on average enrollment	
	1921	1922	Increase	Books	Pupils	1921	1922
Day Elementary	676,262	680,573	4,311	.63	2.48	11.	10.80
Day High	116,394	130,918	14,524	12.48	21.36	19.59	18.15
Junior College	3,146	3,558	412	13.09	12.03	29.13	29.40
Evening Elem.	12,550	13,440	890	7.09	19.88	4.44	3.87
Evening High	3,948	4,173	225	5.70	19.04	2.01	1.71
Total	812,300	832,762	20,462	2.52	5.49	10.98	10.67

Table B—Per Cent. of Increase in Text Books for Five Years

	1918	1919	1920	1921	1922
Day Elementary	4.4	#4.8	#1.3	#.61	.63
Day High	7.9	5.0	7.4	7.08	12.48
Junior College	—	—	158.7	14.61	13.09
Evening Elem.	#1.7	#8.0	#3.9	#31.28	7.09
Evening High	10.7	.18	#15.3	#.55	5.70
Total	4.7	#3.6	#.1	#.23	2.52
#Decrease					

Table C—Books per Pupil for Five Years

	1918	1919	1920	1921	1922
Day Elementary	12.32	11.56	11.40	11.00	10.80
Day High	18.70	19.83	20.12	19.59	18.15
Junior College	—	16.84	25.19	29.13	29.40
#Evening Elem.	5.58	6.92	6.14	4.44	3.87
#Evening High	1.34	1.78	2.17	2.01	1.71
Total	11.90	11.62	11.40	10.98	10.67

#Evening schools frequently use the books of the day schools.

Table D—Books per Pupil According to Size and Grade of School

Grammar	Number of schools	Books per pupil		Range 1922
		1921	1922	
2000 and above	5	8.81	9.35	7.91 to 10.22
1500 - 2000	13	10.52	10.57	8.34 to 12.59
1000 - 1500	11	11.53	11.24	7.79 to 13.56
Below 1000	10	13.93	13.68	11.85 to 16.29
Primary				
Including 7th grade	1	15.44	17.44	17.44
Including 6th grade	5	9.49	9.18	6.47 to 13.52
Including 5th grade	2	11.15	9.58	7.72 to 13.98
All other primary	6	8.04	8.37	4.30 to 18.23

NUMBER OF BOOKS

Table A shows that there are 832,762 text books in the schools of the city, an increase of 20,462 books or 2.52% over 1921 although the number of pupils has increased in the same time 5.49%. The greatest increase in text books occurs in the day high schools, (12.48%), while the number of pupils has increased at a much more rapid rate, namely 21.36%. The per cent of increase (or decrease) of text books for five years is shown in Table B.

The number of books per pupil (Table C) has decreased from 10.98 in 1921 to 10.67 in 1922. This decrease has occurred in every class of schools, except the Junior College, which has only a fraction of a book per pupil more in 1922 than in 1921. Although the number of books greatly increased in the day high schools in 1922, this is due to the great increase in the enrollment, as the number of books per pupil is less than in 1921.

If we now had in the schools the same number of books per pupil which occurred in 1918 (11.9), we would have 94,373 books more than we actually have at the present time. It will be noted that the reduction in the number of books per pupil makes quite a difference in the number of books in the schools, and the cost of the same.

The greatest increase in the elementary books for 1922 occurred in geographies 3,784 (9%), histories

1,522 (3.4%), first year readers 885 (1.9%). There was a decrease of 913 (2.1%) in fourth grade readers, 790 (1.5%) in arithmetics, and 752 (1.7%) in second grade readers. (See *Table I, 1922*, appended.)

In the senior high schools, the greatest increase occurred in social studies, 3,115 (51.5%), with an increase of 17.6% of pupils. This is largely on account of the State law requiring a course in civics and in problems of democracy for which courses new books were required. Spanish books increased 1,759 (29.5%), while the pupils increased 8.6%. (See *Table IV*, appended.)

In the junior high schools, there was increase of 1,953 (89.7%) in English text books, with an increase of 143.4% in the number of pupils, mathematics 770 (67.1%) with an increase of 138.7% of pupils. (See *Table IV*, appended.)

Table D shows a summary of the number of books per pupil in the elementary schools grouped according to size of enrollment and grade of school. (See *Table V, 1921* and *Table V, 1922* for detailed reports by schools.)

WISEING OF ORDERS

The viséing of the orders of the principals has been productive of great economy, and it is sincerely hoped that it has not injured the schools. In 1921-1922 prices of text books were 55% higher than in 1914. The amount expended for text books in 1914 was \$56,445.96 (including text books, maps, and laboratory supplies). The average enrollment has increased since that time 14.8%. The cost of text books for the present enrollment at a 55% increase in price over that of 1914 would have been \$129,487.03. We actually expended during the year 1921-1922 \$96,181.25 (text books, maps, etc.), a saving of \$33,305.78. The cost of books ordered but denied represented a saving

of \$14,988.19. The difference between the saving of \$33,305.78 by one method of computing and \$14,988.19 by another method is due to the fact that principals are now ordering much more carefully. We are really saving the first named amount. It can be readily seen that Newark is exceptionally careful, and that there is very little or no waste in the ordering and use of text books and supplies. In a few cases schools have already suffered slightly from the unnecessary sacrifice caused by the voluntary reduction of the number of text books used. This we do not want to occur. We want every school to have the books and supplies necessary for efficient work, but not so many that waste is liable to creep in.

CIRCULATING LIBRARY

The circulating library consists of 3,542 books (79 sets), 48 books more than last year.

There were 384 new books purchased for the circulating library during 1920-1921 as follows:

60	Stories	Pictures	Tell,	Book	1
60	"	"	"	"	2
60	"	"	"	"	3
60	"	"	"	"	4
48	"	"	"	"	5
48	"	"	"	"	6
48	"	"	"	"	7
48	"	"	"	"	8

During the year 1921-1922, 48 new books, one set of The Boys' Parkman, were purchased and added to the circulating library.

The circulating books have been called for as follows:

1921

Number of sets used in day schools	40	Volumes	1807
Number of sets not used	44	Volumes	1810
(Counting same set more than once if used more than once)			

1922

Number of sets used in day schools	30	Volumes	1,414
Number of sets not used	50	Volumes	2,238
(Counting same set more than once if used more than once)			

These books are very little used, largely because no one takes the trouble to order them. Last year the Principals' Association requested that The Boys' Parkman be added to the list of approved books available for school orders. Instead of putting the book on the regular list, the Board of Examiners placed it in the circulating library, but as yet no order has been received for this set of books.

TRANSFERS

During the years 1920-1921 and 1921-1922, 14,076 and 13,941 books respectively were transferred from the schools where they were not being used to other schools that wished to use them. This number included books transferred to and from the evening schools as well as the day schools.

REBOUND BOOKS

Books have been sent to be rebound, as follows:

	1921	1922	Increase
Books sent to be rebound and discarded	74,268	84,594	10,326
Books rebound	26,154	30,886	4,732
Cost of rebinding	\$9,567.63	\$9,991.19	\$423.56
Cost of same books new (approximate)	19,135.26	19,908.42	773.16

Books are being rebound better than heretofore, making them both more attractive and more durable. In the majority of schools very little attention is being paid to the selection of books for rebinding purposes. This lack of attention represents a loss to the city, because the number of books returned from the binder is much less than it would have been had the books been selected for rebinding at the proper time. For instance, in the elementary schools, 6,970 geographies, 7,781 histories, 2,526 language books, and 4,034 arithmetics, four classes of books which are profitable to rebind, were sent in in such condition that only 3,471 geographies, 4,661 histories, 1,402 language books, and 2,125 arithmetics were returned rebound. This

indicates that the books are not selected for rebinding at the proper time. Some schools are not giving much attention to the rebinding of their text books.

BOOKS LOST AND FOUND

Books Lost

	1918	1919	1920	1921	1922
Day Elementary	17,757	32,034	25,696	30,488	26,078
Day High	3,748	3,901	6,502	7,678	6,559
Junior College	—	192	155	193	160
Evening Elementary	553	631	1,707	1,008	694
Evening High	639	561	403	322	360
Total	22,697	37,319	34,463	39,689	33,851

Books Found

	1918	1919	1920	1921	1922
Day Elementary	4,321	9,471	9,272	10,902	9,465
Day High	1,204	1,260	1,237	2,164	1,072
Junior College	—	—	8	25	11
Evening Elementary	75	252	488	144	122
Evening High	15	39	35	64	17
Total	5,615	11,022	11,040	13,299	10,687

Too great a number of books has been lost during 1921-1922, although the number (33,851) is less than that of 1920-1921 (39,689). The number of books found is 10,687. The number lost and paid for by the pupils is 2,205 and the number destroyed on account of contagious diseases is 1,247, although a number of schools did not report under these two heads. This makes a net loss of 19,712 books which cannot be accounted for.

When a large number of books are lost and a large number are found the indications are that there has been some inefficient management of the care and distribution of text books. The number of books lost and the number of books found have both considerably increased over what they were five years ago, indicating that the accounting of text books in the schools is not as careful as it was five years ago.

In the senior high schools during 1921-1922, Central lost and found the greatest number of books, very

much in contrast to Barringer where the number lost and found is comparatively small. This may be due, in part, to the all year plan, under which Central High School operates. Of the junior high schools, Cleveland stands out as losing and finding, both in the elementary and high school departments, an excessive number of books, indicating that the organization of this phase of the school work is not satisfactory. This is quite in contrast to Robert Treat Elementary and High School. Of the elementary schools, other than Cleveland, which have lost and found more books than they should during 1921-1922 are Hamilton, Lafayette, Monteith, Abington Avenue, Joseph E. Haynes, and Franklin in the order named. (See *Table II, 1922*, appended).

In the elementary schools histories disappear more than any other text book. This is true every year. These books are taken home and kept there. There is no reason why such books as histories, geographies, language books or arithmetics should be lost, so that they cannot be traced and either returned or paid for. All high school books are charged to pupils and can readily be traced. Elementary books assigned to pupils for a full term should also be assigned in such a way that they can be traced, and the pupils should be required to return the book or pay for it.

The importance of this subject and the increase in the number lost from year to year led to the preparation last year of a table giving the average enrollment for five years, (1917-1921, inclusive) the number of text books lost during the same five-year period, and the books lost per pupil based on the average enrollment for the five-year period. (See *Table VI*, appended.) The number of books lost per pupil each year, based on the five-year total, by the senior high schools is .868, by the junior high schools .927, by the Junior College 1.81, and by the elementary schools .280. Among the senior high schools it was found

that East Side High and Central High lost the greater number of books, while the fewer number were lost by Barringer High and South Side High. In the junior high schools the greatest loss occurred in Cleveland and the least in Robert Treat. The loss in the Junior College (1.81) is the greatest of any class of schools or of any individual school. In the elementary schools the greatest loss occurred in the following in the order mentioned: Joseph E. Haynes, Lafayette, West Side, Cleveland, Avon Avenue, McKinley, Abington Avenue, Franklin, Robert Treat and Burnet; while the fewest number were lost in the following schools in the order mentioned: Bruce Street (net gain), Dayton, Summer Place, Warren Street, Elizabeth Avenue, Eliot, Monmouth Street, South Market Street, South Tenth Street, and Berkeley.

The loss of books in the alternating schools averaged .423 books per pupil each year based on the total of the five-year period, which will be seen to be far greater than the average of all elementary schools (.280). Six of the alternating schools were included in the ten losing the greatest number of books. This is partly due to the difficulty of assigning books to the care of certain teachers, and also to the fact that children are obliged to carry their books with them or be in danger of losing them. The number of books lost by the all-year schools is .404 per pupil based on the five-year total, which is also much in excess of the average of all elementary schools (.280). This is largely due to the fact that books are changed four times a year, and this makes a possibility of losing them at the time of change, although with careful records this should be reduced to a minimum.

Tables I, (1921 and 1922) appended, present summaries of the inventories by subjects.

Tables II, (1921 and 1922) appended, present summaries of the inventories by schools, together with

the condition of the appropriation at the end of the year. It also shows the number of books per pupil, and the number of books not used during the year in junior college, high and elementary day schools. There were 19,517 books not in use during the year 1920-1921, or 6,209 more than the previous year. During 1921-1922, there were 16,580 books not in use or 2, 937 less than during 1920-1921.

All but thirteen schools overdrew their appropriations in 1922. Last year all but eight overdrew their appropriations. In 1922, the appropriation was overdrawn to the greatest extent by Central High School, namely by \$5,967.04. Of the elementary and junior high schools, Robert Treat overdrew \$3,846.02, while Warren Street spent less than its appropriation by \$712. This is a very unsatisfactory condition, both from the standpoint of efficiency, and from the standpoint of viséing the orders. The appropriations should be apportioned to the various schools according to our former method, and if it is found necessary to increase the appropriation, this increase should be apportioned, so that the principal of the school may know the limits beyond which he should not go, and the person assigned to viséing orders will have a better guide for limiting the amount a particular school can spend. One school should not be allowed to take from another school the money belonging to it unless exceptional conditions exist. There are many cases when the benefit of the doubt may be given to a school having carefully used its appropriation and refused a school that has very little or no balance. The money was not apportioned last year until near the end of the year. This year the money has already been apportioned and orders can be viséd with much better judgment.

Tables III, (1921 and 1922) appended, present summaries of books used in the evening schools similar to Table II for the day schools.

Table IV, (1921 and 1922 combined) appended, shows the number of pupils taking the various high school subjects in the senior and junior high schools, the number of books used in these subjects, the percent of increase in books compared with the percent of increase of pupils, the number of books per pupil compared with the number used in that subject the preceding year, and the number of books lost in each subject. The greatest increase in books per pupil, outside of Greek and German, occurred in Spanish, and Social Studies. The greatest loss percent of text books has occurred in Italian, Spanish, and French.

Table V, (1921) appended, shows the day elementary schools grouped according to size of enrollment, and indicates the number of books per pupil for each school of each group. The number of books per pupil has decreased in every class of school, except the last group, which is somewhat peculiar as to its organization. It will be observed that the larger the school organization, the less the number of books required. In the first group, Lafayette requires 10.47 books per pupil, McKinley 7.45. In the second group Belmont Avenue requires 13.09 books per pupil, while Moses Bigelow requires 8.46. In the third group Milford requires 15.54 books per pupil, while Webster requires 8.18. In group four, South Tenth Street requires 17.86 books per pupil, while Chestnut Street requires 11.43. South Tenth Street has, however, reduced its number from 19.58 in 1920 to 17.86 this year.

Table V, (1922) appended, shows the day elementary schools grouped according to size of enrollment, and indicates the number of books per pupil for each school of each group. The number of books per pupil has increased in the first two groups but decreased in the third and fourth groups. In the first group, the school having the greatest number of books per pupil is John Catlin, while McKinley has the least num-

ber. In the second group, Cleveland has the greatest number of books per pupil, and has increased the number during the year, while Carteret has the least number of books per pupil, and has the same number as last year. In the third group, Milford School has the greatest number of books per pupil, and has decreased the number since last year. Webster has the least number of books per pupil, which is less than it had last year. In the fourth group, South 10th Street has the greatest number of books per pupil, which is less than last year, and Summer Avenue has the least number, which is greater than last year. The range of number of books per pupil within the group is not as great as formerly, showing that the schools are getting on a fairly good working basis in this respect. (See *Table D*, p. 182).

Table VI, appended, shows the average enrollment for five years, (1917-1921 inclusive) totaled, the total net loss of books for five years, and the average number of books lost per pupil per year, based on the average enrollment for the five-year period. This appears to be a small number, but it must not be forgotten that many of the pupils use very few books.

Respectfully submitted,

E. K. SEXTON,

Assistant Superintendent of Schools.

STATISTICS OF TEXT BOOKS IN SCHOOLS

Table I (1921)—Inventories by Subjects, Day Elementary and Evening Schools

	Day Elementary Schools							Evening Schools		
	No. of Books	Increase	Per Cent. Increase	Books Lost	Books Found	Net Loss	Per Cent. of Net Loss	No. of Books	Books Lost	Per Cent. Books Lost
Reading:										
1st grade.....	46,172	694	1.52	2,401	652	1,749	3.78	45	-----	-----
2nd grade.....	44,567	* 618	*1.36	2,017	540	1,477	3.31	373	16	4.28
3rd grade.....	41,441	*1,349	*3.15	1,558	392	1,166	2.81	315	14	4.44
4th grade.....	44,234	* 842	*1.86	1,287	556	731	1.65	547	19	3.47
5th grade.....	58,726	828	1.43	2,056	870	1,186	2.02	1,313	25	1.89
6th grade.....	28,737	* 886	*2.99	1,065	664	401	1.39	692	12	1.73
7th grade.....	26,063	286	1.11	832	249	583	2.23	636	2	.31
8th grade.....	19,340	321	1.68	634	206	428	2.21	342	-----	-----
Civics.....	5,806	837	16.84	126	56	70	1.20	445	19	4.27
Cooking.....	543	* 95	*14.89	56	1	55	10.12	45	2	4.44
Drawing.....	2,545	160	6.70	58	37	21	.82	-----	-----	-----
Geography.....	41,926	* 508	*1.19	2,798	1,138	1,660	3.95	421	40	9.50
History.....	44,487	135	.30	3,588	436	3,152	7.08	1,007	51	5.06
Language.....	25,296	* 449	*1.74	1,532	642	890	3.51	433	11	2.54
Mathematics.....	51,238	*1,101	*2.10	1,790	527	1,263	2.46	529	55	10.39
Music.....	107,030	*1,258	*1.16	4,311	2,277	2,034	1.90	75	-----	-----
Penmanship.....	12,836	* 84	* .65	716	275	441	3.43	30	-----	-----
Physiology and Hygiene.....	9,422	421	4.67	205	107	98	1.40	160	-----	-----
Science.....	1,494	59	4.11	31	15	16	1.07	-----	-----	-----
Spelling.....	30,291	* 371	*1.21	1,935	728	1,207	3.98	696	15	2.15
Miscellaneous.....	15,692	49	.31	769	143	626	3.99	3	-----	-----
Teachers' Use.....	14,498	* 78	* .53	722	390	332	2.29	3	-----	-----
Special.....	402	34	9.24	1	1	-----	-----	-----	-----	-----
Circulating.....	3,476	392	-----	-----	-----	-----	-----	-----	-----	-----
Total Elementary.....	676,262	*3,423	* .50	30,488	10,902	19,586	2.89	8,110	281	3.46
Junior College.....	3,146	401	14.60	193	25	168	5.34	-----	-----	-----
High School.....	116,394	7,701	7.08	7,678	2,164	5,514	4.73	-----	-----	-----
†Evening School (Special).....	-----	-----	-----	-----	-----	-----	-----	4,440	727	16.37
‡Evening High.....	-----	-----	-----	-----	-----	-----	-----	3,948	322	8.15
Total.....	795,802	4,679	.59	38,359	13,091	25,268	3.17	16,498	1,330	8.06

* Decrease.

† Including class in speech-reading for deaf.

‡ Including Fawcett School.



TABLE EXERCISES IN NON-GYMNASIUM SCHOOL—MONMOUTH STREET SCHOOL

Table I (1922)—Inventories by Subjects, Day Elementary and Evening Schools

	Day Elementary Schools							Evening Schools		
	No. of Books	Increase over 1921	Per Cent. Increase	Books Lost	Books Found	Net Loss	Per Cent Net Loss	No. of Books	Books Lost (Net)	Per Cent. Books Lost
Reading:										
1st grade.....	47,057	885	1.91	2,425	612	1,813	3.85	45		
2nd grade.....	43,815	* 752	1.69	2,027	584	1,443	3.29	446	45	10.09
3rd grade.....	40,976	* 465	*1.12	1,415	617	798	1.95	406	10	2.46
4th grade.....	43,321	* 913	*2.06	1,154	556	598	1.38	584	20	3.52
5th grade.....	58,709	* 17	* .03	1,755	736	1,019	1.74	1,379	3	.22
6th grade.....	28,304	* 433	*1.51	715	346	369	1.30	681	11	1.62
7th grade.....	26,377	314	1.20	590	307	283	1.07	611	11	1.80
8th grade.....	19,729	389	2.01	433	283	150	.76	332	10	3.01
Civics.....	6,239	433	7.46	136	152	§ 16	§ .26	382	9	2.36
Cooking.....	544	1	.18	22	1	21	3.86	44	1	2.27
Drawing.....	2,514	* 31	*1.22	89	103	§ 14	§ .56			
Geography.....	45,710	3,784	9.03	2,121	759	1,362	2.98	448	§ 28	§6.25
History.....	46,009	1,522	3.40	2,801	482	2,319	5.04	992	28	2.82
Language.....	25,706	410	1.62	956	510	446	1.74	432	1	.23
Mathematics.....	50,448	* 790	1.54	2,050	491	1,559	3.09	572	44	7.69
Music.....	106,489	* 541	.51	3,174	2,142	1,032	.97	129	5	3.88
Penmanship.....	12,949	113	.88	643	52	591	4.56	186		
Physiology and Hygiene.....	9,559	137	1.45	168	109	59	.62	160		
Science.....	1,591	97	6.49	93	3	90	5.66			
Spelling.....	30,102	* 189	.62	1,818	174	1,644	5.46	667	29	4.35
Miscellaneous.....	16,091	399	2.54	789	242	547	3.40	88	2	2.27
Teachers' Use.....	14,355	* 143	* .99	704	204	500	3.48	3		
Special.....	455	53	13.18							
Circulating.....	3,524	48	1.36							
Total Elementary.....	680,573	4,311	.63	26,078	9,465	(1) 15,457	2.27	8,587	201	2.34
Junior College.....	3,558	412	13.09	160	11	(2) 9	.25			
High School.....	130,918	14,524	12.48	6,559	1,072	(3) 3,331	2.55			
†Evening School (Special).....								4,853	371	7.64
‡Evening High.....								4,173	343	8.22
Total.....	815,049	19,247	2.36	32,797	10,548	(4) 18,797	2.31	17,613	915	5.20

* Decrease.

§ Gain.

† Including class in lip-reading for deaf.

‡ Including Fawcett School.

(1) Deducting 1,156 books lost and paid for or destroyed by reason of contagious diseases.

(2) Deducting 140 books purchased by pupils.

(3) Deducting 2,156 books lost and paid for or destroyed by reason of contagious diseases.

(4) Deducting 3,452 books (see notes 1, 2 and 3).

Table II (1921) Inventories by Schools, Junior College, High, and Elementary Day Schools

SCHOOL	Average Enrollment 1921	Total No. of Books 1921	Increase Over 1920	Books Per Pupil 1921	Books Lost	Books Found	Net Loss	Per Cent. Net Loss	Not Used During Year	Amount of Appropriation Unexpended	Books Destroyed on Account of Contagious Diseases	Books Lost and Paid For
Newark Junior College.....	108	3,146	401	29.13	193	25	168	5.34	.....	\$2,257.90	†	†
HIGH												
Barringer High.....	1,544	25,912	1,912	16.78	1,184	.....	1,184	4.57	3,691	\$1,328.16	12	563
Central High.....	1,854	39,521	625	21.31	2,685	1,102	1,583	4.00	916	699.94	354	379
East Side High.....	892	17,737	2,423	19.88	1,788	591	1,197	6.74	.....	462.12	†	†
South Side High.....	1,218	25,700	2,174	21.10	1,396	471	925	3.60	1,440	859.24	59	461
Total High.....	5,508	108,870	6,834	19.76	7,053	2,164	4,889	4.49	6,047	\$3,349.46	425	1,403
JUNIOR HIGH (9th Grade)												
Cleveland.....	195	3,033	550	15.55	347	.....	347	11.44	.....	\$ 79.13	†	30
Madison.....	132	2,137	142	16.19	211	.....	211	9.87	128	638.35	†	25
Robert Treat.....	107	2,354	175	22.00	67	.....	67	2.84	232	323.69	†	†
Total Junior High.....	434	7,524	867	17.33	625	.....	625	8.30	360	\$1,041.17	†	55
ELEMENTARY												
Abington Avenue.....	1,413	15,026	1,191	10.63	873	421	452	3.00	174	\$442.95	†	†
Alexander Street.....	739	12,374	* 325	16.74	148	33	115	.93	.....	390.63	20	21
Avon Avenue.....	1,545	16,187	* 2,107	10.48	3,236	1,002	2,234	13.80	880	397.49	20	†
Belmont Avenue.....	1,585	20,742	* 899	13.09	826	206	620	2.99	1,362	17.58	20	41
Bergen Street.....	1,615	15,007	* 366	9.29	411	73	338	2.25	378	190.89	12	7
Berkeley.....	1,037	9,948	550	9.59	113	9	104	1.04	.....	113.00	†	2
Bruce Street.....	245	1,402	* 33	5.72	25	0	25	1.78	.....	96.95	†	†
Burnet.....	1,331	16,835	104	12.47	621	9	612	3.63	303	819.93	†	10
Camden Street.....	1,182	12,038	693	10.18	313	8	305	2.53	404	219.38	†	†
Carteret.....	1,430	11,922	155	8.34	202	.....	202	1.69	271	874.35	4	50
Central Avenue.....	1,588	15,278	321	9.62	375	208	167	1.09	226	446.79	†	†
Charlton Street.....	1,358	17,390	* 117	12.81	361	216	145	.83	213	62.18	†	41
Chestnut Street.....	857	9,791	140	11.43	196	64	132	1.34	179	722.47	14	26
Cleveland.....	1,742	20,124	* 2,293	11.55	3,771	528	3,243	10.11	279	332.94	†	60
Dayton.....	71	1,158	72	16.31	5	25	** 20	*1.72	.....	22.18	†	†

	1,065	11,506	* 231	10,80	142	17	** 125	1,08	436	†	439.21	†
Eliot.....	274	2,129	* 119	7.77	80	96	16	** 75	.....	†	77.02	†
§Elizabeth Avenue.....	1,227	14,526	450	11.84	315	91	224	1.54	.....	†	500.12	†
Franklin and Crippled Home.....	1,957	21,506	135	10.99	1,192	756	436	2.02	919	†	386.57	54
Garfield.....	1,242	14,703	282	11.84	289	20	269	1.83	.....	†	380.05	74
Hamilton.....	1,484	18,036	* 566	12.15	2,134	1,982	152	.84	.....	†	18.56	†
§Hawkins Street.....	736	7,465	48	10.23	132	120	12	1.16	.....	†	177.78	1
Hawthorne Avenue.....	1,143	12,620	635	11.02	179	63	116	.92	273	†	726.82	2
John Catlin.....	1,893	20,031	346	10.58	576	96	480	2.39	475	†	463.53	16
Joseph E. Haynes.....	1,600	17,197	* 861	10.47	729	943	729	5.48	450	†	21.79	53
Lafayette.....	2,033	21,293	372	10.74	2,201	1,648	553	2.59	15	†	10.38	2
§Lawrence Street.....	245	2,721	* 262	11.06	49	26	23	.84	391	†	34.16	24
§Lincoln.....	525	8,106	* 238	15.44	326	165	161	1.98	.....	†	590.82	45
Madison.....	1,360	14,604	* 25	10.74	1,388	202	666	4.56	217	†	789.55	12
McKinley.....	2,352	17,480	* 523	7.43	420	105	1,186	6.78	66	†	167.85	3
Milford.....	1,272	19,762	313	15.54	289	88	827	2.12	320	†	146.01	27
Monmouth Street.....	1,000	13,613	* 611	13.61	915	52	146	4.44	449	†	39.45	†
Montieth.....	1,464	18,594	* 893	12.70	198	54	186	1.28	144	†	308.43	†
Montgomery.....	926	11,404	* 712	12.32	440	118	326	1.83	.....	†	606.19	9
Moses Bigelow.....	1,774	15,016	274	8.46	240	54	186	1.24	47	†	780.49	†
Newton.....	1,701	17,747	* 279	10.40	444	53	122	1.36	122	†	17.72	†
Ridge.....	682	8,955	36	13.13	925	5	920	4.44	.....	†	565.21	†
Robert Treat.....	2,369	20,689	442	14.57	58	31	27	.46	81	†	170.76	†
§Roseville Avenue.....	399	5,812	* 219	6.37	527	198	329	4.93	.....	†	173.00	17
§South Street.....	1,046	6,666	275	12.19	283	.....	283	1.79	.....	†	51.27	†
South Eighth Street.....	1,295	15,784	809	15.22	74	47	27	.27	1,629	†	341.29	†
South Market Street.....	638	9,711	359	17.86	208	53	155	.95	170	†	473.00	18
South Tenth Street.....	913	16,306	* 776	15.26	39	16	23	.44	.....	†	62.00	69
§Speedway.....	340	5,187	* 306	11.45	459	535	** 76	** .77	274	†	124.21	†
§Summer Avenue.....	863	9,885	345	13.29	86	82	4	.08	359	†	73.52	†
§Summer Place.....	361	4,798	345	13.29	86	82	4	.08	.....	†	156.62	†
Sussex Avenue.....	947	12,406	* 112	13.10	386	10	376	3.03	.....	†	96.19	†
§Walnut Street.....	276	7,517	154	5.50	129	73	56	3.69	.....	†	1,401.11	†
§Warren Street.....	895	7,214	117	8.06	60	15	45	.92	.....	†	453	549
Washington Street.....	751	11,100	243	14.78	358	161	197	1.77	13,110	†	425	1,458
§Waverly Avenue.....	633	6,522	* 150	10.30	245	245	360	3.75	6,407	†	2,257.90	†
Webster.....	1,236	10,109	* 367	8.18	489	129	360	3.56	.....	†	.....	.....
West Side.....	1,385	15,679	* 613	11.32	473	112	361	2.30	.....	†	.....	.....
Special.....	1,443	9,165	2,233	6.35	191	152	39	.42	.....	†	.....	.....
Total Elementary.....	61,480	672,786	* 3,815	10.94	30,488	10,902	19,586	2.91	13,110	†	15,349.02	549
Circulating.....	.....	3,476	392	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total Elementary.....	61,480	676,262	* 3,423	10.99	30,488	10,902	19,586	2.89	13,110	†	15,349.02	549
Total High.....	5,942	116,394	7,701	19.59	7,678	2,164	5,514	4.73	6,407	†	4,390.63	425
Total Junior College.....	108	3,146	401	29.13	193	25	168	5.34	.....	†	.....	.....
Grand Total.....	67,530	795,802	4,679	11.78	38,359	13,091	25,268	3.17	19,517	†	17,481.75	2,007

†Including evening schools books.
 ‡Primary schools having no grade above 6th.
 ¶No grade above 7th.

** Gain.
 †Exceeded appropriation.

†No report.

Table II (1922) Inventories by Schools, Junior College, High, and Elementary Day Schools

SCHOOL	Average Enrollment 1922 (Includ'g Kindergarten)	Total Number of Books, 1922	Increase over 1921	Books Per Pupil, 1922	Books Lost	Books Found	*Net Loss	Per Cent. Net Loss	Not Used During Year	Amount by which Approp- riation was Exceeded	Books Destroyed on Ac- count of Contagious Diseases	Books Lost and Paid for
NEWARK JUNIOR COLLEGE	121	3,558	412	29.40	160	11	9	.25	---	\$1,249.13	---	140
HIGH												
Barringer	1,586	27,182	1,270	17.14	1,073	30	275	1.01	1,290	684.03	62	706
Central	2,054	43,662	4,141	21.26	2,407	470	1,142	2.61	916	5,968.04	575	220
East Side	1,176	21,282	3,545	18.10	1,098	264	834	3.91	464	2,811.60	+	+
South Side	1,312	26,360	660	20.09	1,415	142	741	2.81	240	192.09	83	449
Total High	6,128	118,486	9,616	19.34	5,993	906	2,992	2.53	2,910	9,655.76	720	1,375
JUNIOR HIGH (9th Grade)												
Cleveland	472	4,499	1,466	9.53	266	83	140	3.11	124	1,150.49	---	43
Madison	287	3,691	1,554	12.86	210	78	114	3.09	197	2,186.24	---	18
Robert Treat	324	4,242	1,888	13.09	90	5	85	2.00	232	2,903.32	+	+
Total Junior High	1,083	12,432	4,908	11.48	566	166	339	2.73	553	6,240.05	---	61
ELEMENTARY												
Abington Avenue	1,528	15,198	172	9.95	1,604	281	1,323	8.71	183	712.03	+	+
Alexander Street	990	14,598	2,224	14.75	263	236	2	.01	---	2,039.57	---	25
Avon Avenue	1,527	16,122	* 65	10.56	541	373	149	.92	638	1,153.60	5	14
Belmont Avenue	1,709	20,589	* 153	12.05	515	102	328	1.59	882	1,231.53	22	63
Bergen Street	1,530	17,266	2,259	11.28	428	79	333	1.93	48	1,933.52	16	---
Berkley	1,276	10,609	661	8.31	92	5	84	.79	---	990.57	---	3
Bruce Street	319	1,394	* 8	4.37	9	3	6	.43	---	57.51	+	+
Burnet	1,382	16,437	* 398	11.89	743	29	702	4.27	326	1,126.93	---	12
Camden Street	1,146	11,416	602	9.96	266	9	220	1.93	278	199.76	10	27
Carret	1,502	12,530	628	8.34	241	---	241	1.92	296	613.54	+	+
Central Avenue	1,587	15,319	41	9.65	653	39	548	3.58	339	866.68	30	60
Charlton Street	1,388	18,004	614	12.97	205	105	40	.22	147	452.70	---	36
Chestnut	792	9,624	* 167	12.15	289	47	199	2.07	166	331.76	20	23
Cleveland	1,617	20,366	242	12.59	1,092	1,463	** 412	** 2.02	1,058	2,276.97	---	41
Dayton	66	1,203	45	18.23	---	---	---	---	159	110.74	+	---

Elfort.....	1,064	11,215	* 287	10,54	159	49	**	110	.98	198	345.48	†	8
§Elizabeth Avenue.....	254	2,215	* 86	8,72	159	184	33	33	1.49	246	337.05	†	8
§Fourth Avenue.....	1,178	15,135	* 609	12,85	453	466	53	53	2.64	246	556.43	†	25
Franklin and Crippled Home.....	2,144	20,587	* 910	9.60	1,039	466	53	53	2.66	129	839.28	†	25
§Garfield.....	1,321	15,862	* 659	11.63	375	31	259	31	1.69	335	1,241.27	†	57
Grace M. Duffy.....	1,747	17,624	* 153	10.09	285	91	155	155	.88	335	881.20	†	39
§Hamilton.....	1,514	18,089	* 153	11.95	2,156	1,088	1,055	1,055	5.83	335	540.14	†	11
§Hawthorne Street.....	794	7,679	* 214	9.67	28	14	9	9	1.12	310	370.05	†	15
§Hawthorne.....	1,242	13,292	* 672	10.70	190	385	11	190	1.43	257	1,234.98	†	18
John Catlin.....	2,030	20,737	* 706	10.22	396	668	715	715	.05	1,072	48.36	†	18
Joseph E. Haynes.....	1,653	16,743	* 454	10.13	1,401	1,839	365	1,474	6.84	1,072	1,228.46	†	18
§Lafayette.....	2,118	21,555	* 262	12.50	1,839	365	1,474	1,474	6.84	1,072	1,255.11	†	18
§Lincoln.....	200	2,500	* 221	12.50	36	73	37	37	1.48	432	42.03	†	17
§Madison.....	441	7,689	* 417	17.44	298	94	185	254	2.41	254	84.26	†	17
1,385	14,604	1,506	10.54	859	329	482	330	197	3.30	197	1,112.01	†	48
§McKinley.....	2,400	18,986	* 608	7.91	727	587	93	93	4.9	211	1,352.53	†	45
§Milford.....	1,368	18,548	* 210	13.56	545	70	475	475	2.56	86	858.95	†	12
§Monmouth.....	967	13,394	* 210	13.85	593	556	25	25	.19	86	64.05	†	12
§Monteith.....	1,586	17,392	* 1,202	10.96	1,737	63	1,674	1,674	9.63	226	198.33	†	12
§Montgomery.....	1,888	11,211	* 193	12.63	176	39	137	137	1.22	544	1,699.90	†	27
§Moses Bigelow.....	1,678	15,684	* 668	9.35	215	21	162	162	1.03	272	774.30	†	20
§Ridge.....	667	8,903	* 52	13.35	122	14	72	72	.81	235	525.48	†	16
§Robert Treat.....	2,362	21,493	* 804	9.10	894	48	846	846	3.94	235	942.70	†	16
§Roseville Avenue.....	384	5,368	* 444	13.98	25	8	17	17	.32	142	138.01	†	12
§South Street.....	1,047	6,780	* 114	6.47	364	166	198	198	2.92	276.65	707.02	†	12
§South 8th Street.....	1,235	15,656	* 128	12.67	324	176	324	324	2.07	425	611.13	†	12
§South Market Street.....	714	10,043	* 332	14.07	299	176	133	133	1.22	425	311.02	†	73
§South 10th Street.....	926	15,081	* 1,225	16.29	381	10	10	10	.24	136	110.63	†	12
§Speedway.....	386	4,107	* 1,080	10.64	43	201	201	201	1.98	389	348.00	†	12
§Summer Avenue.....	853	10,105	* 220	11.85	444	243	201	201	1.98	389	348.00	†	12
§Sussex Avenue.....	349	4,719	* 79	13.52	42	30	264	264	2.13	45	98.29	†	7
§Sussex Avenue.....	957	12,422	* 16	12.98	388	30	264	264	2.13	45	98.29	†	7
§Walnut Street.....	288	1,239	* 278	4.30	87	48	0	0	.73	526	906.83	†	12
§Warren Street.....	904	6,975	* 239	7.72	53	10	58	58	.83	526	906.83	†	12
§Washington Street.....	735	10,719	* 381	14.58	356	170	176	176	1.64	71	712.00	†	14
§Waverly Avenue.....	736	6,767	* 245	9.19	124	40	34	34	.50	19	1,314.55	†	1
§Webster.....	1,317	10,257	* 148	7.79	586	105	481	481	4.69	30	792.81	†	9
West Side.....	1,533	18,984	* 305	10.43	726	120	563	563	3.52	607	1,503.23	†	20
§Special.....	1,278	9,511	* 346	7.44	213	53	160	160	12.52	145	218.94	†	43
§Special.....	1,278	9,511	* 346	7.44	213	53	160	160	12.52	145	1,997.69	†	43
Total Elementary.....	63,003	677,049	4,263	10.75	26,078	9,465	15,457	15,457	2.56	13,117	\$31,724.43	527	629
Circulating.....	.....	3,524	48	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total Elementary.....	63,003	680,573	4,311	10.80	26,078	9,465	15,457	15,457	2.27	13,117	\$31,724.43	527	629
Total Senior High.....	6,128	118,486	9,616	19.34	5,993	906	2,992	2,992	2.53	2,910	9,655.76	720	1,375
Total Junior High.....	1,083	12,432	4,908	11.48	566	166	339	339	2.73	553	6,240.05	720	1,375
All High Schools.....	7,211	130,918	14,524	18.15	6,559	1,072	3,331	3,331	2.55	3,463	15,895.81	720	1,436
Total Junior College.....	121	3,558	412	29.40	160	11	9	9	.25	.....	1,249.13	720	140
Grand Total.....	70,335	815,049	19,247	11.59	32,797	10,548	18,797	18,797	2.31	16,580	\$48,869.37	1,247	2,205

* Decrease. ** Gain. † No report. ‡ Appropriation unexpended. § Primary schools having no grade above 6th. ¶ Primary schools having no grade above 7th. || Includes Evening School Books

Table III (1921)—Inventories by Schools, Evening Schools

SCHOOL	Average Enrollment, 1921	Total No. of Books, 1921	Increase over 1920	Books Lost	Books Found	Net Loss	Per Cent. Net Loss	Books Per Pupil
Fawcett.....	831	651	65	208	23	185	28.4	.78
¶ High								
Bergen Street.....	378	927	* 14	38	.....	38	4.1	2.45
Franklin.....	183	397	3	6	9	† 3	† .7	2.17
Joseph E. Haynes.....	253	692	* 16	29	32	† 3	† .4	2.73
Robert Treat.....	321	1,281	* 60	41	.....	41	3.2	3.99
Total High.....	1,135	3,297	* 87	114	41	73	2.2	2.90
Elementary								
Abington Avenue.....	137	453	* 36	32	2	30	6.6	3.30
§ Belmont Avenue.....	.....	.....	*2,164	.....	.....	.....	.....	.....
Bergen Street.....	72	732	107	23	23	.....	.....	10.16
Carteret.....	237	739	290	26	.....	26	3.5	3.11
Central Avenue.....	204	1,227	29	49	4	45	3.6	6.01
Cleveland.....	339	861	227	16	22	† 6	† .7	2.54
Franklin.....	327	2,545	205	92	21	71	2.7	7.78
Joseph E. Haynes.....	474	1,961	32	193	41	152	7.7	4.13
Lafayette.....	414	825	* 296	324	15	309	37.4	1.99
§ McKinley.....	.....	.....	* 669	.....	.....	.....	.....	.....
Monteith.....	182	347	12	58	.....	58	16.7	1.90
§ Newton.....	.....	.....	* 926	.....	.....	.....	.....	.....
Robert Treat.....	211	503	25	53	.....	53	10.5	2.38
§ South 8th Street.....	.....	.....	*1,049	.....	.....	.....	.....	.....
South 10th Street.....	184	2,177	* 73	54	12	42	1.9	11.83
§ Washington Street.....	.....	.....	*1,201	.....	.....	.....	.....	.....
Class in lip-reading for deaf.....	35	101	.....	.....	.....	.....	.....	2.88
† Americanization Class, Charlton St.	11	79	* 225	88	4	84	106.3	7.18
Total Elementary..	2,827	12,550	*5,712	1,008	144	864	6.8	4.44
Summary								
Fawcett School.....	831	651	65	208	23	185	28.4	.78
High Schools.....	1,135	3,297	* 87	114	41	73	2.2	2.90
Elementary Schools..	2,827	12,550	*5,712	1,008	144	864	6.8	4.44
Grand Total.....	4,793	16,498	*5,734	1,330	208	1,122	6.8	3.44

* Decrease. † Gain.

¶ Central and East Side High Schools use books of day school and do not keep a separate evening school inventory.

‡ Afternoon class, but special evening school books used. Class held in Bohemian Auditorium closed in 1921, and books sent to depository.

§ Schools closed in 1921, and books sent to depository.

Table III (1922) Inventories by Schools, Evening Schools

SCHOOL	Average Enrollment, 1922	Total No. of Books, 1922	Increase over 1921	Books Lost	Books Found	Net Loss	Per Cent. Net Loss	Books Per Pupil
Fawcett.....	993	565	* 86	176	12	164	29.03	.57
¶ High								
Bergen Street.....	410	1,042	115	66	1	65	6.24	2.54
Franklin.....	311	394	* 3	3	-----	3	.76	1.27
Joseph E. Haynes.....	338	763	71	63	4	59	7.73	2.26
Robert Treat.....	383	1,409	128	52	-----	52	3.69	3.68
Total High.....	1,442	3,608	311	184	5	179	4.96	2.50
Elementary								
Abington Avenue.....	171	681	228	25	-----	25	3.67	3.98
Bergen Street.....	146	751	19	20	34	† 14	†1.86	5.14
Carteret.....	275	782	43	20	3	17	2.17	2.84
Central Avenue.....	249	1,257	30	102	12	90	7.16	5.05
Cleveland.....	455	990	129	9	20	† 11	†1.11	2.18
Franklin.....	349	2,601	56	75	1	74	2.85	7.45
Joseph E. Haynes.....	677	2,143	182	213	40	173	8.07	3.17
Lafayette.....	377	882	57	57	11	46	5.22	2.33
Monteith.....	193	294	* 53	53	-----	53	18.03	1.52
Robert Treat.....	243	623	120	45	-----	45	7.22	2.56
South 10th Street.....	266	2,209	32	65	1	64	2.90	8.30
‡Charlton St., Americanization.....	14	80	1	8	-----	8	10.00	5.71
‡Milford Americanization.....	24	46	46	2	-----	2	4.35	1.92
Class in lip-reading.....	32	101	-----	-----	-----	-----	-----	3.16
Total Elementary..	3,471	13,440	890	694	122	572	4.26	3.87
Summary								
Fawcett School.....	993	565	* 86	176	12	164	29.03	.57
Total High.....	1,442	3,608	311	184	5	179	4.96	2.50
Total Elementary.....	3,471	13,440	890	694	122	572	4.26	3.87
Grand Total.....	5,906	17,613	1,115	1,054	139	915	5.20	2.98

¶Central and East Side High Schools use books of day school and do not keep a separate evening school inventory.

‡Afternoon classes, but special evening school books are used.

*Decrease. †Gain.

Table IV (1921 and 1922)—High School Books—Inventory by Subjects
Senior High Schools

SUBJECT	Greatest Number of Pupils Taking Subject		Number of Books		Per Cent. Increase Books	Per Cent. Increase Pupils	Books Per Pupil per Subject		Number of Books Lost		Per Cent. of Books Lost	
	1921	1922	1921	1922	Increase		1921	1922	1921	1922	1921	1922
Commercial Subjects.....												
English.....	3,561	4,146	8,457	9,943	1,486	17.57	16.43	2.37	503	615	5.94	6.19
French.....	6,110	6,573	34,501	35,975	1,474	4.27	7.58	5.65	2,280	1,804	6.60	5.01
German.....	1,348	1,289	8,571	9,194	623	7.27	* 4.38	6.36	498	469	5.81	5.10
Greek.....	5	312	11,211	10,984	* 227	* 2.02			127	165	1.13	1.50
Italian.....	59	3	128	128								
Latin.....	5	120	186	241	55	29.57	*40.00	25.60				
Mathematics.....	2,182	2,353	7,199	7,575	376	5.22	103.38	3.15	3	30	1.61	12.45
Science.....	4,472	4,787	8,881	9,670	789	8.88	7.84	3.30	672	422	9.33	5.57
Social Studies.....	2,648	2,530	8,577	8,486	* 91	* 1.06	7.04	1.99	874	435	9.84	4.50
Spanish.....	3,436	4,041	6,052	9,167	3,115	51.47	* 4.46	3.24	602	494	7.01	5.82
Music.....	1,558	1,692	5,971	7,730	1,759	29.46	17.61	1.76	642	558	10.60	6.09
Miscellaneous.....			5,700	5,941	241	4.23	8.60	3.83	381	583	6.38	7.54
			3,436	3,452	16	.47			182	343	3.19	5.77
Total.....	25,379	27,846	108,870	118,486	9,616	8.83	9.72	+ 3.93	7,053	5,993	6.47	5.06

†† Junior High Schools

SUBJECT	Greatest Number of Pupils Taking Subject		Number of Books		Per Cent. Increase Books	Per Cent. Increase Pupils	Books Per Pupil per Subject		Number of Books Lost		Per Cent. of Books Lost	
	1921	1922	1921	1922	Increase		1921	1922	1921	1922	1921	1922
Commercial Subjects.....												
English.....	705	1,541	705	893	188	26.67	118.58	1.00	44	47	6.24	5.26
French.....	518	1,214	2,176	4,129	1,953	89.75	143.36	4.20	213	115	9.78	2.79
German.....	198	220	747	918	171	* 22.89	11.11	3.77	37	65	4.95	7.08
Latin.....	397	29	457	453	* 4	* .88						
Mathematics.....	571	634	544	1,002	458	84.19	59.70	1.37	53	46	9.74	4.59
Science.....	397	792	1,148	1,918	770	67.07	138.70	2.01	153	156	11.41	8.13
Social Studies.....	174	554	458	983	525	114.63	218.39	2.63	35	35	7.64	3.56
Spanish.....	141	774	167	500	333	199.40	448.94	1.18	28	28	5.60	5.60
Music.....	386	383	657	1,163	506	77.02	* .78	1.70	112	51	17.04	4.39
Miscellaneous.....			403	400	* 3	* .74						
			62	73	11	17.74						
Total.....	3,090	6,141	7,524	12,432	4,908	65.23	98.74	+ 2.28	625	566	8.30	4.55

* Decrease.

† Excluding music and miscellaneous.
†† Including only such books as are by tradition high school books, whether used in the eighth or ninth grades; many books used by these pupils are included in the elementary school list.

Table V (1921) *Number of Books Per Pupil According to Size of School*

SCHOOL	Enrollm't (Including Kind'g'n)	Number of Books	Books Per Pupil	
			1921	1920
GRAMMAR SCHOOLS				
Average Enrollment				
2,000 and above—				
McKinley.....	2,352	17,523	7.45	7.63
Lafayette.....	2,033	21,293	10.47	10.41
*Robert Treat.....	2,369	20,689	8.73	8.89
Total.....	6,754	59,505	8.81	8.91
1,500-2,000—				
Belmont Avenue.....	1,585	20,742	13.09	13.85
Avon Avenue.....	1,545	16,187	10.48	12.40
Bergen Street.....	1,615	15,007	9.29	9.86
Central Avenue.....	1,588	15,278	9.62	9.76
*Cleveland.....	1,742	20,124	11.55	12.10
Franklin and Crippled Home.....	1,957	21,506	10.99	11.49
John Catlin.....	1,893	20,031	10.58	10.57
Joseph E. Haynes.....	1,601	17,197	10.74	11.18
Moses Bigelow.....	1,774	15,016	8.46	8.56
Newton.....	1,701	17,747	10.40	10.72
Total.....	17,001	178,835	10.52	11.08
1,000-1,500—				
Abington Avenue.....	1,413	15,026	10.63	10.10
Berkeley.....	1,037	9,948	9.59	9.55
Burnet.....	1,331	16,835	12.47	13.32
Carteret.....	1,430	11,922	8.34	8.78
Charlton Street.....	1,358	17,390	12.81	12.79
Eliot.....	1,065	11,515	10.81	11.26
Fourteenth Avenue.....	1,227	14,526	11.84	11.62
Garfield.....	1,242	14,703	11.84	12.15
Hamilton.....	1,484	18,036	12.15	12.98
Hawthorne.....	1,145	12,620	11.02	10.70
*Madison.....	1,360	14,604	10.74	10.78
Milford.....	1,272	19,762	15.54	15.44
Monmouth Street.....	1,000	13,613	13.61	13.94
Monteith.....	1,464	18,594	12.70	12.73
South 8th Street.....	1,295	15,784	12.19	11.98
Webster.....	1,236	10,109	8.18	8.32
West Side.....	1,385	15,679	11.32	11.86
Total.....	21,744	250,666	11.53	11.76
Below 1,000—				
Alexander Street.....	739	12,374	16.74	18.45
Chestnut Street.....	857	9,791	11.43	11.34
Montgomery.....	926	11,404	12.32	14.10
Ridge.....	682	8,955	13.13	13.78
South Market Street.....	638	9,711	15.22	14.99
South 10th Street.....	913	16,306	17.86	19.58
Summer Avenue.....	863	9,885	11.45	12.13
Sussex Avenue.....	947	12,406	13.10	13.75
Washington Street.....	751	11,100	14.78	14.19
Total.....	7,316	101,932	13.93	14.04
PRIMARY SCHOOLS				
Including Seventh Grade—				
Lincoln.....	525	8,106	15.44	15.53
Total.....	525	8,106	15.44	15.53

* Not including 9th grade.

Table V (1921)—Continued

SCHOOL	Enrollm't (Including Kind'g'n)	Number of Books	Books Per Pupil	
			1921	1920
PRIMARY SCHOOLS (Cont'd)				
Including Sixth Grade—				
Camden Street.....	1,182	12,038	10.18	11.32
Hawkins Street.....	730	7,465	10.23	11.20
South Street.....	1,046	6,666	6.37	6.41
Summer Place.....	361	4,798	13.29	12.30
Waverly Avenue.....	633	6,522	10.30	10.81
Total.....	3,952	37,489	9.49	9.85
Including Fifth Grade—				
Roseville Ave.....	399	5,812	14.57	15.46
Speedway.....	340	5,187	15.26	16.69
Warren Street.....	895	7,214	8.06	8.04
Total.....	1,634	18,213	11.15	11.40
All Other Primary—				
Bruce Street.....	245	1,402	5.72	6.32
Dayton.....	71	1,158	16.31	18.40
Elizabeth Avenue.....	274	2,129	7.77	8.38
Lawrence Street.....	245	2,721	11.06	11.08
Walnut Street.....	276	1,517	5.50	4.28
Total.....	1,111	8,927	8.04	7.98

*Table V (1922)—Number of Books Per Pupil
According to Size of School*

SCHOOL	Enrollm't (Including Kind'g'n)	Number of Books	Books Per Pupil	
			1922	1921
GRAMMAR SCHOOLS				
Average Enrollment				
2,000 and above—				
Franklin.....	2,144	20,587	9.60	10.99
John Catlin.....	2,030	20,737	10.22	10.58
Lafayette.....	2,118	21,555	10.18	10.47
McKinley.....	2,400	18,986	7.91	7.45
*Robert Treat.....	2,362	21,493	9.10	8.73
Total.....	11,054	103,358	9.35	8.81
1,500-2,000—				
Abington Avenue.....	1,528	15,198	9.95	10.63
Avon Avenue.....	1,527	16,122	10.56	10.48
Belmont Avenue.....	1,709	20,589	12.05	13.09
Bergen Street.....	1,530	17,266	11.28	9.29
Carteret.....	1,503	12,530	8.34	8.34
Central Avenue.....	1,587	15,319	9.65	9.62
*Cleveland.....	1,617	20,366	12.59	11.55
Hamilton.....	1,514	18,089	11.95	12.15
Joseph E. Haynes.....	1,653	16,743	10.13	10.74
Monteith.....	1,586	17,392	10.96	12.70
Moses Bigelow.....	1,678	15,684	9.35	8.46
Grace M. Duffy.....	1,747	17,624	10.09	10.40
West Side.....	1,533	15,984	10.43	11.32
Total.....	20,712	218,906	10.57	10.52
1,000-1,500—				
Berkeley.....	1,276	10,609	8.31	9.59
Burnet.....	1,382	16,437	11.89	12.47
Charlton Street.....	1,388	18,004	12.97	12.81
Eliot.....	1,064	11,219	10.54	10.81
Fourteenth Avenue.....	1,178	15,135	12.85	11.84
Garfield.....	1,321	15,362	11.63	11.84
Hawthorne.....	1,242	13,292	10.70	11.02
*Madison.....	1,385	14,604	10.54	10.74
Milford.....	1,368	18,548	13.56	15.54
South 8th Street.....	1,235	15,656	12.67	12.19
Webster.....	1,317	10,257	7.70	8.18
Total.....	14,156	159,123	11.24	11.53
Below 1,000—				
Alexander Street.....	990	14,598	14.75	16.74
Chestnut Street.....	792	9,624	12.15	11.43
Monmouth Street.....	967	13,394	13.85	13.61
Montgomery.....	888	11,211	12.63	12.32
Ridge.....	667	8,903	13.35	13.13
South Market Street.....	714	10,043	14.07	15.22
South 10th Street.....	926	15,081	16.29	17.86
Summer Avenue.....	853	10,105	11.85	11.45
Sussex Avenue.....	957	12,422	12.98	13.10
Washington Street.....	735	10,719	14.58	14.78
Total.....	8,489	116,100	13.68	13.93
PRIMARY SCHOOLS				
Including Seventh Grade—				
Lincoln.....	441	7,689	17.44	15.44
Total.....	441	7,689	17.44	15.44

* Not including 9th grade.

Table V (1922)—Continued

SCHOOL	Enrollm't (Including Kind'g'n)	Number of Books	Books Per Pupil	
			1922	1921
PRIMARY SCHOOLS—(Cont'd)				
Including Sixth Grade—				
Camden Street.....	1,146	11,416	9.96	11.18
Hawkins Street.....	794	7,679	9.67	11.23
South Street.....	1,047	6,780	6.47	6.37
Summer Place.....	349	4,719	13.52	13.29
Waverly Avenue.....	736	6,767	9.19	10.30
Total.....	4,072	37,361	9.18	9.49
Including Fifth Grade—				
Roseville Avenue.....	384	5,368	13.98	14.57
Warren Street.....	904	6,975	7.72	8.06
Total.....	1,288	12,343	9.58	11.15
All Other Primary—				
Bruce Street.....	319	1,394	4.37	5.72
Dayton.....	66	1,203	18.23	16.31
Elizabeth Avenue.....	254	2,215	8.72	7.77
Lawrence Street.....	200	2,500	12.50	11.06
Speedway.....	386	4,107	10.64	15.26
Walnut Street.....	288	1,239	4.30	5.50
Total.....	1,513	12,658	8.37	8.04

*Table VI—Books Lost Per Pupil by Schools in
Five Years*

SCHOOL	Average Enrollment (Total for Five Years 1917-1921)	Net Loss of Books for the Five Years 1917-1921	Average No. of Books Lost Per Pupil Per Year
*Junior College.....	280	507	1.810
Barringer High.....	6,954	3,772	.542
Central High.....	9,138	9,678	1.059
East Side High.....	3,440	5,294	1.538
South Side High.....	5,670	3,152	.555
Total High.....	25,202	21,896	.868
†Cleveland Jr. High.....	658	765	1.162
†Madison Jr. High.....	425	412	.969
†Robert Treat Jr. High.....	443	239	.539
Total Jr. High.....	1,526	1,416	.927
Abington Avenue.....	6,480	2,582	.398
Alexander Street.....	3,899	425	.109
Avon Avenue.....	7,361	3,692	.501
Belmont Avenue.....	8,003	2,090	.261
Bergen Street.....	7,671	1,301	.169
Berkeley.....	4,746	519	.109
Bruce Street.....	1,713	‡ 20	‡.011
Burnet.....	6,584	2,177	.330
Camden Street.....	5,627	1,080	.191
Carteret.....	6,459	1,321	.204
Central Avenue.....	7,063	1,346	.190
Charlton Street.....	7,044	1,641	.232
Chestnut Street.....	4,039	675	.167
Cleveland.....	9,440	5,499	.582
Dayton.....	304	1	.003
Eliot.....	5,035	331	.065
Elizabeth Avenue.....	1,310	85	.064
Fourteenth Avenue.....	6,004	1,404	.233
Franklin.....	8,986	3,566	.396
Garfield.....	5,978	1,465	.245
Hamilton.....	7,019	1,734	.247
Hawkins Street.....	3,359	417	.124
Hawthorne.....	5,602	726	.129
John Catlin.....	8,612	2,552	.296
Joseph E. Haynes.....	8,139	5,142	.631
Lafayette.....	9,568	5,989	.625
Lawrence Street.....	1,456	162	.111
Lincoln.....	2,724	442	.162
Madison.....	6,944	2,184	.314
McKinley.....	11,447	5,450	.476
Milford.....	6,160	1,659	.269
Monmouth Street.....	5,177	430	.083
Monteith.....	7,698	2,212	.287
Montgomery.....	4,553	502	.110
Moses Bigelow.....	7,276	1,285	.176
Newton.....	8,475	1,765	.208
Ridge.....	3,209	419	.130
Robert Treat.....	11,261	4,059	.360
Roseville Avenue.....	2,063	232	.112
South Street.....	4,782	944	.197
South 8th Street.....	6,235	960	.153
South Market Street.....	3,300	266	.080
South 10th Street.....	4,576	408	.089
†Speedway.....	1,385	238	.171
Summer Avenue.....	3,668	901	.245
Summer Place.....	1,683	86	.051
Sussex Avenue.....	4,636	1,066	.229
Walnut Street.....	1,535	215	.140
Warren Street.....	4,633	282	.060
Washington Street.....	3,801	933	.245
Waverly Avenue.....	3,088	742	.240
Webster.....	6,064	1,565	.258
West Side.....	7,815	4,659	.596
Total Elementary.....	291,689	81,806	.280

Table VI—(Continued)

SCHOOL	Average Enrollment (Total for Five Years 1917-1921)	Net Loss of Books for the Five Years 1917-1921	Average No. of Books Lost Per Pupil Per Year
Summary			
*Junior College.....	280	507	1.810
Senior High.....	25,202	21,896	.868
†Junior High.....	1,526	1,416	.927
Elementary.....	291,689	81,806	.280
Grand Total.....	318,697	105,625	.331
Alternating Schools			
Abington Avenue.....	6,480	2,582	.398
Central Avenue.....	7,063	1,346	.190
Cleveland.....	9,440	5,499	.582
John Catlin.....	8,612	2,552	.296
Lafayette.....	9,568	5,989	.625
Madison.....	6,944	2,184	.314
McKinley.....	11,447	5,450	.476
Monteith.....	7,698	2,212	.287
Robert Treat.....	11,261	4,059	.360
West Side.....	7,815	4,659	.596
Total Alternating.....	86,328	36,532	.423
All-Year Schools			
Abington Avenue.....	6,480	2,582	.398
Belmont Avenue.....	8,003	2,090	.261
Cleveland.....	9,440	5,499	.582
Lafayette.....	9,568	5,989	.625
McKinley.....	11,447	5,450	.476
Monteith.....	7,698	2,212	.287
Newton.....	8,475	1,765	.208
Webster.....	6,064	1,565	.258
Total All-Year.....	67,175	27,152	.404

* Three years only, 1919, 1920 and 1921.

† Four years only, 1918 to 1921, inclusive.

‡ Gain.

APPENDIX C

Lectures and Visual Instruction in the Schools

Report of

ARTHUR G. BALCOM

Assistant Superintendent of Schools

LECTURES

Formerly lectures were given in the schools during the evening, and constituted what was known as Lectures for the People. These lectures were carried on by the Board of Education for many years, but were abandoned during the war and have not been resumed.

LECTURES IN AUDITORIUMS

Since the discontinuance of the evening lectures arrangements have been made for giving lectures during the day at the auditorium periods in the schools. During the last year, 1921-1922, the following programs were given:

	Attendance	No. of Programs
1. Edmund Vance Cooke.....	14,208	22
Subject: Readings from his own poems.		
2. Henry Warren Poor.....	6,740	13
Subject: American Artists.		
3. Mabel F. Knight.....	10,040	25
Subjects: Folk Lore of the American Indian, Indians of the Long House.		
4. Branson De Cou.....	13,200	17
Subject: Dream Pictures.		
5. Dr. H. H. Rusby.....	75	1
Subject: South America. (Newark Public School Visual Education Club.)		
6. Dr. Ernest A. Stanaback.....	1,300	3
Subject: Care of Feet from Cradle to Old Age.		
Total Attendance	49,688	

GARFIELD LECTURE COURSE

Last winter citizens of the Garfield School section of the city requested that an evening lecture course be given at this school, so the following program was arranged. It proved to be very popular as several times the seating capacity of the auditorium was taxed to the fullest extent and several people had to stand.

- February 20—Demonstration,
"The Motion Picture Film an Aid in Education."
Explanatory Remarks by Ass't Sup't. A. G. Balcom.
- February 27—Warren P. Coon,
"Americanism in Action."
- March 6 —Henry R. Rose,
"The Homes, Haunts and Career of Abraham Lincoln" (Illustrated by 100 beautifully colored slides.)
- March 13 —Apollo Male Quartet.
(Song Recital.)
- March 20 —Frederick W. Johnson,
"Picturesque Canada."
(Illustrated by slides and films.)
- March 27 —Oskenton
"Interpretation of Indian Life Thru Song and Story."
- April 3 —George H. Broening,
"Men and Women of Newark in the Great War."
- April 10 —"Stressing American Ideals and Traditions
Through the Film and Slide."
- Aggregate attendance of this course: 4,125.

VISUAL INSTRUCTION

The work of visual instruction was formally organized in September 1918. Since that date a portion of my time has been devoted to extending and developing the use of visual aids to teaching in class rooms and auditoriums. It is my hope to make such a collection of slides and to establish such a film library as to make it possible for teachers to get these visual aids at any time when their use will be of greatest advantage.

The following summary of films and slides handled and the uses made of them may be of interest:



DRAMATIZED RHYTHMIC PLAYS

TOP—"ROCK-A-BYE BABY," MRS. GROSSMAN'S CLASS, ROBERT TREAT GYMNASIUM. MIDDLE—"JACK JUMPED OVER THE CANDLE-STICK," MISS BARTH'S CLASS, CHARLTON STREET SCHOOL. BOTTOM—"PAT-A-CAKE," MISS ULANET'S CLASS, BERKELEY SCHOOL.

FILMS

1. Number of feet in film library: 79,500.
2. Subjects covered by same: Geography, Agriculture, Fire and Fire Prevention, Civics, Safety, History, Health and Hygiene, Industries, Literature.
3. Number of feet purchased during the year: 31,750.
4. Number of feet rented: 152,000.
5. Number of feet loaned by concerns where the item of expense was the payment of transportation both ways: 150,000.
6. Number of showings for instructional purposes: 2,950.
7. Aggregate number of pupils viewing the same: 821,457.
8. Number of films lost—none.
9. Number of films destroyed—none.
10. Number of special programs (evening schools, parents' meetings, community centers, etc.) 61.
11. Number in attendance at these showings: 28,677.
12. Number of programs where film was loaned through the courtesy of the Department of Visual Instruction: 23.
13. Number in attendance at these programs: 17,885.
14. Number of summer evening playground showings: 33.
15. Attendance for the same: 41,380.

SLIDES

1. Number of slides in central depository: 4,986.
2. Subjects covered by same: American History, English History, Geography of the United States and Canada, Literature, Industries, Mining, Newark Study, Physical Geography, Zoology, Botany, Geology, Astronomy, Physics, Mechanics, Physiology, Agriculture, Civics, Health and Hygiene.

3. Number of schools using slides from central depository: 20.
4. School using the greatest number: Lafayette.
5. Set or series used most: Freedom in Evolution, Period 1.
6. Aggregate number of slides taken out during the year: 5,520.
7. Number of pupils viewing the same: 20,000.
8. Number of slides lost during year: 6.
9. Number of slides broken during the year: 10.
10. Number of slides in the schools ordered and purchased by individual schools: 20,117.
11. Number of stereographs in the schools ordered and purchased by individual schools: 32,136.
12. Number of stereoscopes in the schools purchased by individual schools: 1,007.

STEREOPTICON

During the last year, stereopticon lanterns were furnished without cost by the Department of Visual Instruction to certain schools. These stereopticons were made over from old arc lanterns (used formerly in connection with the Public Lectures) into Mazda light stereopticons at a very nominal expense and are now being used in the following schools:

Chestnut Street	Monmouth Street
Garfield	South Eighth Street
Joseph E. Haynes	South Market Street
Lincoln	Sussex Avenue
McKinley	

I find great carelessness in the use of stereopticons. In other words, many of them are left in the schools unprotected from dust and dampness. It has been my purpose, during the last year, to point the way to a better care of this equipment; namely, to keep it covered from the dust and to frequently clean the lens, mirror and lamps.

OPERATION OF MOTION PICTURE MACHINES

Recent legislation, in our state, opens the door for the use of motion picture machines in the schools, and places authority for same with the boards of education.

"The act to which this act is a supplement shall not apply to the use in a public school building of standard portable moving picture machines called 'projectors' if the projector case is wholly lined with asbestos, and if the projector uses for lighting only glass bulb lamps of a capacity not exceeding five hundred watts, and contains an automatic device to cut off the light from the films when the film is not in motion; *provided* such machine is operated by a school teacher or other person over eighteen years of age under the employ of the board of education of the school district in which such school is situated, and the type of machine has been approved by the board of education of said district; *provided*, further, that not more than one reel of film in addition to that in the projector shall be allowed in the room when the public is admitted, and that extra reel be kept in a fireproof container."

This law will make it possible to use standard width film in portable projectors without fire-enclosing booth, and I recommend for the next year that different types of portable projectors for standard width films be investigated so that the best of these may be approved by our Board of Education.

Up to this time teachers and principals, who have qualified to operate machines, have been licensed by the Bureau of Fire Risks and Combustibles. I would recommend that all principals and teachers who qualify to operate machines in the schools in the future, whether portable or standard professional, be given permits to be issued by the Department of Visual Instruction, and that the Bureau of Fire Risks and Combustibles be notified of each person receiving such

a permit. In my judgment, no person should receive such a permit unless he or she has had some experience in operating a machine and has passed a written test based on the mechanical construction of motion picture machines. We have been handling film in the Newark Schools for over fifteen years and many thousand feet during the last three years, and to my knowledge no film has ever caught fire in a machine or booth. Much of the film that is used for instructional purposes is of the non-inflammable type, and this is on the increase as the manufacturer has been successful in producing films that are almost as satisfactory as the inflammable. It seems to me the personal element should be largely considered in granting permits to run motion picture machines in the schools.

Respectfully submitted,

A. G. BALCOM,

Assistant Superintendent of Schools.

APPENDIX D

The High School Girl

Excerpts from Report of

MRS. MARY D. POLAND,

Dean of High School Girls

During the past school year, by means of lectures, informal talks to groups, and personal interviews, I have come in direct classroom contact with upwards of 3,000 girls registered in our four senior high schools. The lectures and informal group talks have covered a course in practical ethics aiming to develop healthy, wholesome, intelligent girlhood. Under the conviction that the school should place at least as high value on character as it does on scholarship and athletics, I have endeavored to inculcate principles of good behavior, deference, obedience, and a fine sense of personal honor.

With the younger students I have aimed to bridge the gap between the elementary school and the high school by advising them how to study, how to adjust themselves to the new conditions, how to select their courses of study, how to form friendships, how to choose their social activities, etc. By preventing much of the discouragement commonly felt by the freshmen at the beginning of their high school course, we may fairly expect to reduce the number who drop out before graduation.

GROUP TALKS AND PERSONAL INTERVIEWS

After the "group talks" the girls are invited by their dean to talk over privately any matters concerning which they wish advice or problems which they are striving to solve. The response, at first timid, has been growing more general until it is sometimes puzzling to find time for the demand.

The matters confided would fill a volume. They cover difficulties with particular studies, distress at having made a mistake in choice of course, discouragement over marks when they feel they have been putting forth their best effort, etc. Sometimes students get notions that certain teachers discriminate against them, and hence their low marks. Such misapprehensions are usually satisfactorily disposed of by helping the student to a better understanding of the teacher, and possibly the teacher of the student. There are problems, however, of home conditions, social environment, and sometimes physical handicap that tax the ingenuity of the adviser and draw upon the heart strings. Without betraying confidence, I can give you, perhaps, by a few instances some notion of the wide range of matters upon which advice is sought.

"A" came into the office with an armful of books and with tears streaming down her cheeks. She stated that she was leaving school and wished to return the books. Tactful questioning and an assurance of a desire to befriend and help her gradually revealed that she had planned to run away from home. She had no idea where to go but she had a little money and a vague idea that she could find a job somewhere.

The story involved a lover, a weak mother, and possibly too strict a brother who felt it incumbent to take the place of the father who had recently died. The restrictions in the home had been made so severe that "A" decided to stand it no longer and to break all bonds.

The discovery was timely. Suggestions of adjustments at home were adopted. "A" has returned to her classroom and has continued at school.

"B", a senior with an excellent record, is badly crippled from infantile paralysis. Her body twists as she walks, one leg is shorter and she uses a crutch. With great earnestness she asked advice as to where

she could work her way through college with the purpose of becoming a teacher. She has no parents to assist her. For years she had set her heart upon the teaching profession and was willing to undergo any amount of hardship to prepare herself for it.

It was painful to advise the girl against her decision. Yet I felt it not justified to allow her to put forth the Herculean effort of working her way through college only to find, as would almost surely be the case, that her physical deformity would preclude her from employment as a teacher.

The young lady was not easily dissuaded, however. So great was her grief at the thought of giving up her long cherished plan that she was unwilling to consider any other suggestion of a vocation.

The thought then occurred to me that her deformity might be helped by surgical skill. Accordingly I took her to an orthopedist who gave her a thorough examination. It was his opinion that by undergoing certain operations she could be helped to the extent of discarding the crutch. Arrangements were made to have the operations performed.

I have not at the present time the further history. If results are not satisfactory the problem will be to find a vocation suited to her needs. Although the student has been graduated, I shall not drop the case.

"C" was referred to the dean by her classroom teacher on suspicion that marks on her record card had been changed for home inspection and again restored to the original when returned to school. The student admitted the irregularity urging as a defense that her father is in the habit of whipping her with a strap, and that he had threatened chastisement if her marks fell below the requirement. She gave also a Cinderella story to the effect that the work of the household fell entirely upon her shoulders, her mother

being an invalid in the hospital. Aunts and grandmother were depicted as imposing heavy burdens of work upon her.

A visit to the home revealed that the girl had no grandmother or aunts, the mother was not an invalid and the father was a gentle, kindly man who had never been guilty of corporal punishment.

The problem then shifted from the girl to advice and guidance of the parents who were beside themselves with grief and condemnation of their untruthful daughter. I was disposed to view the case as one of the psychologic problems of adolescence rather than moral obliquity. The family physician concurred in this opinion as the girl was under treatment for certain physical ailments at the time.

PERSONAL INTERVIEWS WITH SENIORS

Each term before commencement I have a private interview with every senior girl in the city who is a candidate for graduation. The object is to render any service possible in her plans to go to college or normal school, in choosing a vocation or in getting employment in her chosen line. In these heart to heart talks it not infrequently happens that a girl will confide the fact that her longings and ambition for college cannot be gratified on account of financial reverses. Fortunately some provision has been made to meet such cases. The Newark High School Alumnae Association and the Essex County Woman's Club both loan without interest, for college purposes, whatever money they may have in their treasuries. The amount available is not adequate to meet the demand, but what there is, is most gratefully utilized.

In addition, three years ago, the Alumnae Association purchased a scholarship at the New Jersey Women's College at New Brunswick. This they offer to each of the four high schools in rotation in order of

their establishment, viz., Barringer, East Side, Central, South Side. When a school has no candidate the opportunity passes to the next school on the list. Since the establishment of the scholarship it has been enjoyed by two Barringer and one South Side graduate. One of these beneficiaries, who after graduation worked for two years in a department store to get funds for college, was obliged to use her savings in a family crisis. The gift of the scholarship came to her as a Godsend.

The following extract is from a letter of the father of a senior to whom the dean had the privilege of rendering some service.—“As to the special interest you took in my daughter, as well as you do for all the high school girls, I feel and know that you do not want to be thanked. I will only say that no words of thanks can express my gratitude to you. Nothing in this world can repay you. May the Lord bless you for all you have done thus far and may He prolong your life that you may be able to continue your work for the good of our youth.”

Such expressions of appreciation encourage me to believe that this effort to coordinate school life with the practical life upon which the graduate enters is meeting a real need.

STUDENT ACTIVITIES

Organization and supervision of student activities, the so-called “extra curricula,” are the specific province of the dean. School clubs, literary, athletic and social, self-governing organizations such as the Honor Society, service clubs, etc., are not mere recreations or reactions from the seriousness of the teacher and the tedium of study, but are direct means of training for citizenship. They give opportunity

1. To organize and govern.
2. To exercise special talents.

3. To promote common interests.
4. To encourage independent thought with privilege of free speech.

These activities should always be supervised. Skill on the part of the leader is required to direct the freedom of thought and speech.

Now, school clubs officered and conducted by the students themselves give opportunity to put into practice knowledge which has been academically gained. They raise the curtain, as it were, and give outlook upon the real life awaiting when school days are over. Recently a Representative to the Legislature of Oregon told me that it was not until he was forty to fifty years of age that he learned parliamentary practice or how to speak in public, and a score of other things known today by every boy and girl who has been trained in school clubs.

The operations of the various after-school-hour organizations have an important relation to the rest of school work. As a rule no fitting place is provided. What every high school needs is a room set apart for such functions, appropriately equipped. The ordinary schoolroom with its bare walls and floors, its fixed desks and blackboards and especially its association with the burdens of the day does not present the most inspiring environment for social functions. The crowded condition of our schools seems to preclude the possibility of equipping social or club rooms at the present time. However, as soon as it is practicable, I hope that Newark will keep pace with Englewood, Chicago and other high schools that have provided such facilities.

THE MODERN HIGH SCHOOL GIRL

I cannot close this report without a word in regard to the modern high school girl. My close association with many thousands has given me an insight into her

problems and an appreciation of the fortitude and high ideals with which she is striving to solve these problems. I speak feelingly because during the past year or two it has been the popular pastime of writers for magazines and daily newspapers to cast reflections upon the youth of today. They have accused them of being flippant, irresponsible and unmoral.

In the first place, it is unfair to attack one who is not in a position to defend himself. In the second, the vagaries of which youth is accused are the products of the times in which they live—they are not their inventions. Our boys and girls jazz because the whole country jizzes. They do not invent jazz—it is the product of commercialism. Fashion decrees silk stockings, short skirts and cosmetics. Is it fair to expect more of the girl than of her mother or of society at large? Frankly, I am surprised as well as gratified to note how successfully the influences of the school have been able to suppress the extremes of fashion. With few exceptions our high school girls dress simply, modestly and appropriately. If they use cosmetics it is after school hours when they are under the control of their parents, not their teachers. As to conduct, their standards and motives will bear favorable comparison with those of a generation or even a century ago. The present day realism or reaction from concealment of thought and feeling to frank expression points to liberation from inhibitions and repressions, not moral depravity.

APPENDIX E

Department of Medical Inspection

Report of

DR. GEORGE J. HOLMES,

Supervisor of Medical Inspection

The work of the past year in the schools proper, which we look upon as field work compares favorably with the previous year. The only point of special interest here is the number of cured cases brought about through the efforts of the workers in this Department, and which has increased, as compared with last year, by over 8,000 cases.

While nearly one-half million pupils were inspected by the physicians and nurses regarding matters pertaining to their health during the course of this year, the number of exclusions of those inspected were less than one and one-half per cent. This, it seems to me, answers the critic who states that medical inspection results in the loss of attendance. I confidently believe that were it not for medical inspection the loss in attendance would be greater, due to an increase in illness.

Still better results will be obtained when the Department has at its service a larger number of nurses so that the district of each nurse may be made smaller and as a result each may have time to concentrate on a smaller group of pupils.

The statistical report of the work accomplished in the Public School Clinic deserves special attention for the reason that there has been a larger volume of work done in all Departments of this Clinic than ever before and in my judgment a better grade of work. The total number of visitations to this Clinic during the past year was 32,693. Of this number 15,224 were visits on the part of new patients and 17,469 were visits

on the part of old patients. This is nearly 10,000 visits in excess of the previous year.

Neither those in charge of the School System or the Public appreciate the amount of effort being expended and the painstaking care with which the work is being done for the boys and girls of our city in this Clinic.

Special mention should be made of the very commendable work carried on under those in charge of the Orthopedic Clinic, which Clinic has to do with the correction of the defects among those who suffer with various weaknesses, diseases and paralysis of the muscular and bony frame work. This work is closely related to that done for the crippled children and the Department has co-operated with all other agencies in the City having to do with the same class of cases.

A new feature this year as compared with former years is the establishment of the Heart and Lung Clinic, in which clinic examinations of pupils suspected of having, or having, heart and lung defects are carried on by one thoroughly competent through special study to diagnose and recommend treatment. In the same clinic under the direction of an expert physical instructor, exercises are given for the purpose of increasing the exercise tolerance and improving the health of these pupils.

Through the earnest effort of those in charge of this activity, parents are interested even to the point of having such pupils operated upon when necessary and afforded other relief when advisable.

The Psycho-Educational Department has done a greater volume of work this year than last without loss in efficiency, the same care being exercised as heretofore. I wish to state that in my judgment steps should be taken as soon as possible to obtain the whole time services of a Social Worker and part time services of a Psychiatrist. When this is done there will be no better equipped Department in the country.

Newark has taken the lead at least in the State of New Jersey by establishing its Public School Clinic. The example will be copied and I desire that we keep the lead just as long as possible.

Following is a special report made to me by Dr. Frank H. Reiter, who is in charge of the Psycho-Educational Department:

"The Psycho-Educational Department opened for the year 1921-1922 on September 7th, 1921.

"The Department cooperating with the Department of Reference and Research, gave the Illinois General Intelligence Scale—a group test—to nineteen hundred and seventy-three (1973) 8A pupils April 4, 5, 6 and 7. The tests were conducted in the schools by seven examiners: Dr. Reiter, Mrs. Nyhagen and Miss Seidman of the Psycho-Educational Department; Mr. Rolfe, Principal of Hawkins Street School; Miss Macgowan, Head Teacher of Speedway Avenue School; Miss Courier, Supervising Primary Vice Principal of Belmont Avenue School; and Miss Horan, Supervising Primary Vice Principal of Lafayette School. With two exceptions the examiners who gave the tests had had previous experience in giving group tests.

"In my opinion a certain number of persons, at least, should be trained in the giving of group tests in order that their services may be enlisted for just such occasions as the foregoing. This is not to be construed in any way as reflecting on the ability of any one who has participated in giving the tests in the past, but a certain amount of training and practice is required to acquire facility in order that the tests may be given efficiently and successfully. I am fully aware of the fact that authors and publishers of group tests assert that any competent teacher can familiarize herself with a group test and the method of giving it in a very short time so that the results obtained are accurate and significant. I do not consider re-

sults obtained under such conditions very satisfactory. Group test methods should be more widely applied in the schools for the purposes of grading and classification. A beginning has been made this year in a small way, but the Department is unable with the present staff to meet the demands made for aid and advice applicable to this phase of education. More requests of this character have come to us than we have been able to comply with. Whenever it was possible for the Department to conduct group examinations in a school Dr. Corson's approval was obtained in every instance before the tests were given.

"At the request of Mr. Warren A. Roe, Principal of the Belmont Avenue School group tests were given to about 1100 children in the Primary Grades in October 1921. The results were used for the purposes of classification and grading. From all indications the results have yielded a great deal of useful and valuable information.

"At the request of Dr. Corson, group tests were given to 791 children in the South Street School in February 1922. The purpose of this survey was to determine the approximate mental status of the children attending this school. All children excepting those attending kindergarten, two 1C classes, who had just been promoted from kindergarten and who were incapable of following instructions and giving sufficient persistent effort to successfully complete a group test, and 53 absentees, were examined. A separate report of this investigation has been submitted to Dr. Corson.

"The Otis Group Intelligence Test was given to three classes—7B, 7A and 8B—in Ridge School at the request of the principal, Miss Clara Zahn. The results are to be used for purposes of classification and educational guidance.

"Mr. Walter J. Greene, Principal of McKinley School, has also requested that group examinations be given

to all the primary grades in his school. The results are to be used for purposes of classification. Due to other activities and the time required to give the tests, score the results, and collate them, we were unable to undertake this task this year. We plan to comply with Mr. Greene's request as soon as the Department opens in September.

"Other requests of a similar character which we were not able to comply with have come to us. In some instances requests were made to examine only one or two classes, in others a whole grade. Steps should be taken immediately to develop this phase of educational activity. In my opinion the examinations should be given only by a trained personnel. I do not mean to say that trained psychologists are required or should be permitted only to give group tests, but I do mean to say that group tests should be given by individuals trained in the technique of group testing.

"Miss Edna Fox, a graduate of Barnard College, who had specialized in Psychology, acted as a volunteer worker for about two months. During this time she reported at the Clinic every afternoon. She was trained in the Department to give the Stanford Revision of the Binet Test. Miss Fox accepted a position to give group tests in the Public Schools in New York City. Dr. Maxfield instituted the practice of having volunteer workers at the Clinic. I consider the practice a good one and I hope to continue it.

"I again wish to call your attention to the need of a Social Worker for the Department."

I can truthfully say that the increase that has taken place in the various Departments shows that the proper spirit exists between these Departments and should make for the greatest efficiency.

Respectfully submitted,

GEO. J. HOLMES,

Supervisor of Medical Inspection.



TILE-SETTING CLASS—EVENING VOCATIONAL SCHOOL

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 225

STATISTICS OF MEDICAL INSPECTION DEPARTMENT

COMPARATIVE TABLE OF MEDICAL INSPECTION OF NEWARK PUBLIC SCHOOLS—FROM 1920 TO 1922, INCLUSIVE

	1920	1921	1922
Total number of pupils inspected.....	395,950	481,345	498,599
Total number of pupils excluded.....	5,158	7,042	7,155
Total number of treatments given.....	124,527	146,104	142,392
Total number of pupils vaccinated.....	6,324	5,870	5,025
Total number of classes inspected.....	17,702	11,059	19,211
Total number of physical examinations.....	19,616	18,700	18,148
Total number of personal hygiene talks.....	14,306	15,311	15,292
Total number of home visits.....	21,248	26,845	22,637
Total number of pupils taken to dispensary.....	4,325	3,759	1,614
Total number of pupils taken to optician.....	347	191	449
Total number of pupils referred to charitable or- ganizations.....	33	23	33
Total number of haemoglobin tests conducted.....	352	96	127
Total number of rooms fumigated.....	1,539	2,202	2,163
Total number of cultures taken.....	633	1,038	594
Total number of cases cured.....	33,760	39,141	47,394
Per capita cost of Medical Inspection.....	0.97	1.03	1.04
<i>Exclusions</i>			
Adenitis.....	2	7	7
Chickenpox.....	187	430	156
Chorea.....	28	14	27
Contagious eye disease.....	412	485	580
Contagious impetigo.....	140	202	258
Abscess.....	2	3	5
Diphtheria.....	55	60	79
Erysipelas.....	.....	.....	1
Favus.....	3	2	7
Fever, Headache, etc.....	1,305	1,621	2,189
Influenza.....	7	5	.....
Measles.....	71	275	90
Mumps.....	316	379	259
Non-contagious eye affections.....	24	29	32
Not vaccinated.....	93	69	69
Pulmonary Tuberculosis.....	1	.....	.....
Ringworm.....	57	50	91
Tonsilitis.....	221	426	284
Trachoma.....	9	13	4
Scabies.....	135	221	355
Skin disease.....	100	162	168
Scarlet Fever.....	27	77	179
Suppurating ear disease.....	18	21	17
Uncleanliness.....	275	362	335
Epidemic Cerebro Spinal Meningitis.....	.....	1	4
Vermin.....	1,298	1,504	1,345
Whooping cough.....	83	140	64
Quarantine.....	74	149	109
Others.....	215	335	441
<i>Treatments</i>			
Acute conjunctivitis.....	90	29	117
Scabies.....	27	69	168
Ringworm.....	3,403	3,105	3,905
Impetigo.....	12,228	18,178	17,777
Favus.....	22	5	57
Eczema.....	4,119	6,705	5,385
Molloscum Contagiosum.....	2	2	3
Infected wounds.....	31,515	38,868	41,025
Vaccination dressings.....	53,579	52,886	44,854
Others.....	19,542	26,257	29,101

COMPARATIVE REPORT OF PHYSICAL EXAMINATIONS AND
DEFECTS FOUND

	1920-1921		1921-1922	
	Number	Per Cent.	Number	Per Cent.
Number of physical examinations.....	18,700	.....	18,148	.....
Number of normal pupils.....	4,503	24.08	3,732	20.00
Number of pupils with defects.....	14,197	75.92	14,416	80.00
Defects found—				
Nutrition.....	1,578	5.67	1,841	11.10
Enlarged cervical glands.....	1,544	5.55	1,582	9.55
Chorea.....	29	.11	44	.26
Cardiac Disease.....	170	.62	102	.60
Pulmonary tuberculosis.....	11	.05	22	.13
Skin disease.....	164	.59	183	1.10
Defective spine.....	146	.54	168	1.00
Defective chest.....	55	.20	63	.38
Defective extremities.....	172	.62	207	1.25
Defective vision.....	2,524	9.06	2,247	13.54
Defective hearing.....	142	.53	121	.73
Defective nasal breathing.....	789	2.84	952	5.68
Defective teeth.....	11,552	41.46	6,134	37.00
Defective palate.....	215	.78	177	1.08
Impediment of speech.....	245	.79	192	1.16
Hypertrophied tonsils.....	7,626	27.34	1,447	8.74
Post nasal growth.....	682	2.45	864	5.15
Mentality.....	221	.80	257	1.55
	27,865	100.00	16,603	100.00

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 227

COMPARATIVE REECORD OF CASES COMPLETED FOR THE PAST TWO YEARS

	1920-1921	1921-1922	1920-1921	1921-1922
Number of cases referred for treatment	39,393	48,162		
Number of cases treated by nurses	21,996	23,781		
Number of cases referred to other agencies for correction	17,397	24,381		
Number excluded	2,234	3,118		
Number of days lost in attendance	14,575	17,491		
Number of home visits made by nurses.....	1,584	2,117		
Cured	39,141	47,394	99.4%	98.4%
Improved	211	682	.5%	1.4%
Not improved	41	86	.1%	.2%
Number of pairs of glasses obtained	869	930	2.2%	1.9%
Number of operations for tonsils	336	271	.8%	.6%
Number of operations for adenoids	160	200	.4%	.5%
Number who received dental treatment	1,724	1,999	4.3%	4.1%

COMPARISON NUMBER OF DAYS LOST BECAUSE OF QUARANTINE

	Number of days lost		Per cent.	
	1920-1921	1921-1922	1920-1921	1921-1922
Scarlet Fever	12,878.5	17,883.5	26.40	39.32
Chickenpox	8,353.5	3,114.	17.10	6.80
Mumps	1,588.5	1,244.5	3.25	2.64
Whooping Cough.....	8,962.5	3,257.	18.25	7.10
Scarletina	49.	10.	.10	.02
Spinal Meningitis	—	108.	—	.20
Meningitis	25.	7.	.06	.01
Diphtheria	6,295.5	3,619.	12.90	7.75
Smallpox	255.5	—	.52	—
German Measles	813.5	183.5	1.62	.42
Influenza	50.5	13.	.11	.03
Infantile Paralysis	196.5	41.5	.40	.81
Measles	9,378.	15,818.	19.20	34.77
Erysipelas	31.	—	.07	—
Epidemic Meningitis	9.	—	.02	—
Typhoid Fever	—	61.	—	.13
	<u>48,886.5</u>	<u>45,360.0</u>	<u>100.00</u>	<u>100.00</u>

STATISTICS, FACTS AND INFORMATION CONCERNING ALL PUPILS ENROLLED IN THE OPEN WINDOW CLASSES AND
THE OPEN AIR SCHOOL, FOR THE YEAR, 1920-1921

The enrollment of the open air school consists of children afflicted with various forms of tuberculosis.

	Camden	Carteret	Garfield	Lafayette	John Catlin	Jos. E. Haynes	Lawrence	Milford	McKinley	Elizabeth Avenue	Open Air	Montgomery	Moses Bigelow	South Market
Number of pounds gained by all pupils.....	190.3	233½	130	276	83¾	221¾	304	216½	205	473	154¼	172¼	283¾	
Number of pounds lost by all pupils.....	.25	1½	7	2½	2½	2	½	.....	.....	3½	.....	5¼	.....
Average weight on entrance, per pupil.....	52.5	55½	60	49	52½	54	51	58	53	60½	54¼	51	53	
Average weight on discharge, per pupil.....	59.1	65¾	64	56	60	62	60	64	58	68¾	61	57	58	
Average per cent. of haemoglobin on entrance.....	69.1%	67%	67%	56	68%	70%	68%	67%	70%	67%	72%	72%	69%	
Average per cent. of haemoglobin on discharge.....	79.2%	78%	75%	78%	77%	76%	76%	75%	77%	70%	79%	77%	75%	
Average height on entrance per pupil (inches).....	48.6	47	49½	47	48¾	50	47	51	48½	51½	50	46½	49	
Average height on discharge per pupil (inches).....	53	53	50½	49	51	51	49	53½	51	54	51½	54	51½	
Average age on entrance.....	9	10½	8	8	9	9	8½	9½	9	9½	8½	8	8½	
Average age on discharge.....	10	11	10	9½	10	10½	9½	10½	10	11	9½	9	9½	
Total number of physical defects.....	14	36	80	74	45	11½	75	82	118	5	58	27	88	
Total number cured.....	13	21	39	38	6	67	29	41	17	5	19	23	22	
Total number of pounds below normal as to age.....	308	369½	146½	218	238	246	64	181	280	368¾	130	268¼	308½	
Per cent. of total enrollment subnormal in weight as to height.....	50%	76%	72%	54%	68%	63%	50%	33%	75%	74%	81%	65%	86%	
Per cent. of total enrollment above normal in weight as to height.....	47%	24%	7.5%	19%	3%	11%	20%	46%	17%	15%	19%	30%	14%	
Per cent. of total enrollment normal in weight as to height.....	3%	.....	20.5%	27%	29%	26%	30%	21%	8%	11%	.....	5%	.....
Per cent. of total enrollment having a family history of Tuberculosis.....	8½%	18%	2.5%	5%	3%	18%	4%	9%	17%	97%	7½%	5%	22%	
Per cent. of total enrollment giving positive reaction to the Von Pirquet tuberculin test.....	.....	3%	.....	2½%	.....	.....	.....	.....	10%	77%	.....	.....	.....
Per cent. of total enrollment in whom the disease in lungs was arrested.....	.....	.....	5%	.....	.....	.....	.....	.....	2½%	100%	.....	.....	.....
Per cent. of total enrollment that died.....	.....	.....	.....	2½%	.....	.....	.....	.....	29.5	.....	.....	.....	.....
Average daily attendance.....	28.87	25.09	27.68	26.9	23	27.39	26	29.65	29.5	47	28	19.5	28.73	

STATISTICS, FACTS AND INFORMATION CONCERNING ALL PUPILS ENROLLED IN THE OPEN WINDOW CLASSES AND THE OPEN AIR SCHOOL, FOR THE YEAR, 1921-1922

The enrollment of the open air school consists of children afflicted with various forms of tuberculosis.

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 229

	Camden	Cartaret	Garfield	Lafayette	John Catlin	Jos. E. Haynes	Lawrence	Millford	McKinley	Elizabeth Avenue	Montgomery	Moses Bigelow	South Market	Alexander	Berkeley	Franklin
Number of pounds gained by all pupils	239.5	280	140	182	183½	192	224	176	205¼	569	104	170	228½	196½	246	158
Number of pounds lost by all pupils	3½	5	6	3	.....	¾	5	1	3	½	7	.....	.....	5	2 1/5	.....
Average weight on entrance per pupil	53.27	57	61	54	53.7	56	54	57	53½	65	53½	51	54	57	65	52
Aver. wgt. on discharge per pupil	59.2	64	66	59½	59.9	61	58	63	59 1/5	75	58	56	60	65	70	60
Average per cent. of haemoglobin on entrance	69.4%	68%	69%	69%	70%	67%	67%	70%	72%	63%	70%	70%	68%	73%	67%	65%
Average per cent. of haemoglobin on discharge	80%	71%	77%	79%	79%	78%	77%	75%	80%	70%	80%	80%	74%	81%	74%	76%
Average height on entrance per pupil (inches)	48.1	50	51	49	49¾	52	49	47½	49	52	48½	49	48	52	50	49
Average height on discharge per pupil (inches)	51.3	52	53	50	52	52	51	51	50¾	56	50	51	50	53	52½	51
Average age on entrance	9	10	9½	9	9¾	8½	9	9	8½	10½	9½	8½	8½	9½	9	9½
Average age on discharge	10	10½	10	10	10½	9½	9½	10	9½	12	10½	9½	9½	10	10	10
Total number of physical defects	30	26	43	97	79	11	88	61	112	8	55	24	79	62	15	69
Total number cured	26	19	21	50	57	8	47	30	94	8	21	16	58	24	4	38
Per cent. of total enrollment sub-normal in weight as to height	97%	76%	85%	76%	55%	75%	80%	73%	65%	69%	90%	60%	53%	89%	58%	84%
Per cent of total enrollment above normal in weight as to height	3%	12%	12%	18%	25%	18%	12%	20%	35%	24%	.....	20%	47%	9%	30%	13%
Per cent. of total enrollment normal in weight as to height	.....	12%	3%	6%	20%	7%	8%	7%	.....	7%	10%	20%	.....	2%	12%	3%
Per cent. of total enrollment having a family history of tuberculosis	17%	12%	6%	14%	.....	3%	7%	.....	30%	84%	.....	.....	15%	.....	20%	.....
Per cent. of total enrollment giving positive reaction to the Von Pirquet tuberculin test	3%	.....	.....	.....	.....	.....	.....	.....	6%	75%	.....	.....	.....	.....	.....	3%
Per cent. of total enrollment in whom the disease in lung was arrested	.....	3%	.....	.....	.....	.....	.....	.....	23%	.....	.....	.....	.....	5%	.....	3%
Per cent of total enrollment that died	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Average daily attendance	29.3	25.2	26.6	28.7	28	25.31	26	28.73	37.3	47	28	94%	26.33	24.4	27.8	27.067

REPORT OF CASES SEEN AND TREATED IN PUBLIC SCHOOL
CLINIC FROM JULY 1ST, 1921 TO JUNE 30TH,
1922, INCLUSIVE

Eye Department	1920-1921	1921-1922
Number of old cases seen and treated.....	5,399	7,691
Number of new cases seen and treated.....	1,517	2,295
Total	6,916	9,986
<i>Affections of the Conjunctiva ..</i>		
Conjunctivitis, acute catarrhal	30	59
chronic catarrhal		8
croupous		1
acute contagious	15	53
eczematous		6
acute follicular	56	114
trachomatous	5	7
phlyctenular	13	14
Foreign body in conjunctival sac.....		3
Hemorrhage, subconjunctival, spontaneous..	6	2
traumatic.....		4
Traumatic lesions of conjunctiva		2
<i>Affections of the Cornea</i>		
Foreign body in cornea	4	7
Keratitis, bullous		1
parenchymatous		6
phlyctenular	3	1
traumatic	1	2
Macula of cornea.....		
Ulcer of cornea	7	3
traumatic		1
Leucoma, adherent		1
<i>Affections of the Iris</i>		
Anterior synechia		1
Irido-choroiditis		1
<i>Amblyopia</i>		
Amblyopia	3	1
unknown causes		6
<i>Affections of the Lens</i>		
Cataract, anterior polar		2
congenital	2	3
traumatic		2
<i>Affections of the Eye Ball</i>		
Contusion of eye ball	1	3
Phthisis bulbi		3
<i>Refraction</i>		
Errors of refraction		1478
Anisometropia	2	4

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 231

	1920-1921	1921-1922
Astigmatism, hypermetropic	149	207
hypermetropic compound		189
myopic	120	116
mixed	28	73
myopic, compound		106
Hypermetropia	757	723
Myopia	169	214
Emmetropia	10	92
<i>Affections of the Muscles and Nerves</i>		
Blepharospasm		3
Nystagmus		7
Congenital ptosis		2
Strabismus, convergent	22	64
divergent	4	4
alternating	3	4
mixed	3	
<i>Affections of the Lacrimal Apparatus</i>		
Acute suppurative dacryocystitis.....	2	1
<i>Affections of the Orbits</i>		
Supra orbital abscess.....		1
Contusion of orbit.....		2
<i>Affections of the Lids</i>		
Blepharitis, marginal	31	49
Chalazion	3	7
Eczema of lid		1
Foreign body on lid		4
Hordeolum	37	47
multiple		2
Abscess on upper lid		3
Haematoma of lower lid		1
Blepharitis ulcerosa		1
Dermatitis of lid		1
Cyst. of right lower lid.....		1
Burn of upper lid	2	1
Laceration of upper lid		1
Rhus toxicodendron of upper lids.....		1
Granulous lower lid	1	
<i>Diversa</i>		
Examinations which proved negative	4	24
	18	44
<i>Recommendations</i>		
Referred to Class for the Blind	2	1
Operations advised	13	12
Glasses prescribed	750	1150
Glasses paid for	503	691
Glasses charged to Board of Education	247	459
Ear Department		
Number of old cases seen and treated	326	394
Number of new cases seen and treated.....	152	474
Total	478	868

	1920-1921	1921-1922
<i>Affections of the Auricle</i>		
Dermatitis of auricle		3
Eczema of auricle		13
Post auricle abscess	1	
<i>Affections of the External Canal</i>		
Eczema, external canal	7	6
Foreign bodies, external canal		1
Furuncle, external canal	8	15
Impacted cerumen	12	45
<i>Affections of the Middle Ear</i>		
Acute exacerbation, chronic otitis media		8
Otitis media, acute catarrhal		68
chronic catarrhal	9	48
acute contagious	2	
purulentia acute	42	35
" " with perfora- tion		21
" " without per- foration		39
" chronic, discharge..	39	45
" " dry		27
" " with poly- poid de- generation		2
Foreign body in ear	4	3
Perforation, ear drums	1	2
Retracted drums	4	
<i>Affections of the Inner Ear</i>		
Deaf-mutism, congenital	1	5
Nerve deafness		1
<i>Unclassified</i>		
Acute mastoiditis		1
Eustachian catarrh	2	9
Infection of Mastoid Scar		2
Examinations which proved negative		67
<i>Diversa</i>		
Paracentesis performed		8
		23
Nose and Throat Department		
Number of old cases seen and treated	265	300
Number of new cases seen and treated	280	692
Total	545	992
<i>Affections of the Nose</i>		
Abrasion of nose		10
Deviation of septum		13
Eczema of nose	2	8
Furuncle of nose	2	7
Epistaxis	6	16
Fracture of septum		2
Foreign body in nose		1

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 233

	1920-1921	1921-1922
Hypertrophy, middle turbinate		1
Rhinitis, acute catarrhal		3
atrophic	1	1
chronic atrophic		4
" " with ozena		1
" catarrhal		3
" hypertrophic		1
" purulent	1	11
acute purulent	4	
Abrasion of nasal septum	2	6
Deflected septum	8	7
Ulcer of septum		1
Contusion of nose	2	3
Infected nasal septum	1	1
Laceration of nose	1	
<i>Affections of the Naso-Pharynx</i>		
Adenoids, with hypertrophied tonsils.....		103
Hypertrophied adenoids	22	140
Nasopharyngitis, acute	1	2
chronic	3	5
<i>Affections of the Tonsils</i>		
Peritonsillar abscess	1	1
Remains of tonsil tissue, diseased	15	9
Tonsilitis, acute follicular.....	4	8
chronic "		1
" hypertrophic	167	33
Hypertrophied tonsils		78
Hypertrophied tonsils and adenoids		72
<i>Affections of the Larynx</i>		
Laryngitis, acute catarrhal		6
chronic	2	3
hypertrophy		9
acute		2
<i>Affections of the Pharynx</i>		
Pharyngitis, acute catarrhal		2
chronic		1
muco purulent	1	
<i>Affections of the Oral Cavity</i>		
Cleft palate	3	1
Ulcerative Stomatitis		1
<i>Unclassified</i>		
Examinations which proved negative	41	114
Refused treatment		1
<i>Recommendations</i>		
Referred to Speech Improvement Class.....	10	2
Operations advised for tonsils.....		45
Operations advised for adenoids.....		16
Operations advised for tonsils & adenoids	189	217

Dental Department

	1920-1921	1921-1922
Number of old cases seen and treated	2452	4421
Number of new cases seen and treated.....	737	2922
Total	3189	7343
Amalgam fillings	673	2649
Cement fillings	115	445
Silver nitrate treatments.....	130	449
Fillings polished	43	162
Zinc oxide treatments	23	46
Cotton separations	21	85
Pulp capped		71
Teeth scaled		66
Extractions	2556	5090
Gums lanced	17	15
Oil of cloves treatments	47	153
Cleanings	146	472
Eugenol treatments		260
Cement floor		239
Rubber separations	54	26
Porcelain fillings		154
Counter irritant applied		3
Cavity packed with gauze		2
Refused treatment	66	237
Recommended Wasserman Test		4
Toothache treatments	273	
Examinations and dressings	8	
Iodine applied to gums	40	54
Linings		34
Teeth charted		718
Abscess lanced		11
Gutta percha fillings		47
Cavity washed with iodine solution		36
Irrigated with hychlorite solution	19	26
Lanced hyper tissue		1
Temporary fillings	71	5
Camphor treatments	14	14
Adrenalin chloride treatments	23	3
Gums treated		12
Copper sulphate treatments		3
Yeast treatments		1
Post operative treatments		1
Hyper gum removed		2
Sent for X-Ray	6	15
Sent home due to dirty condition of mouth	46	7
Referred to medical department.....	3	
Fistulas opened	5	
Phenol treatments	84	
Number of cases completed	248	549

General Medical Department

Number of old cases seen and treated.....	901	1848
Number of new cases seen and treated	6446	7016
Total	7347	8864

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 235

Working Papers

	1920-1921	1921-1922
Granted	2330	2324
after correction of teeth	604	583
after correction of teeth and vision	155	64
after correction of vision	77	85
after correction of weight		2
Refused		1350
defective teeth	1056	1046
defective vision	155	113
defective teeth and vision	107	67
Underweight		8
Cardiac disease		1
Provisional papers granted.....	125	72
Age certificates granted	64	85
Summer papers granted.....	65	13
<i>Vaccinations</i>	606	776
<i>Vaccination exemptions requested</i>	78	81
Granted	41	52
Refused	37	29

Reasons for granting exemption to vaccination

For anaemia		17
For infantile paralysis	2	5
For general debility		13
For adenitis		1
For extreme nervousness		1
For epilepsy	3	1
For smallpox		1
For heart murmur		4
For tubercular bone, underweight		3
Enlarged glands	1	
Malnutrition, anaemia, underweight.....	8	
Chorea	2	
Convalescent from operation	4	
Vaccinated three times within a year (without success)	5	
Asthma and cardiac disease	4	
Convalescent from illness	4	
Taking Thyroid treatment	2	
Abdominal sinus.....	1	
Chronic bronchitis	1	

General Medical Cases

	582	1286
Eczema	6	35
Impetigo		36
Scabies	32	71
Chorea	9	11
Ringworm		17
Burns		11
Abscess	3	3
Ulcer of leg		1
Gym. exemption granted	34	40
Gym. exemption refused		15
Miscellaneous		212
Infected wounds	232	518
Boils and abscesses		39

	1920-1921	1921-1922
Boils	10	
Sprains and bruises		41
Vaccination dressings	65	58
Herpes....	3	2
Psoriasis	2	1
Fractured thumb		1
Old fractures		1
Physical examinations conducted for children to go to Roseland	81	170
Chilblains	1	
Bruised hand and wrist	2	
Crushed finger	8	
Adenitis	5	
Goitre	3	
Haemoglobin tests	16	
Pertussis	1	
Alopecia areata	1	
Tinea trichophytina	4	
Uticaria	2	
Cardiac disease	1	
Physical examinations for Cross Country Run and Field Day.....	17	
<i>Recommendations</i>		
To hospital or dispensary	15	46
For lung X-Ray		4
To family physician	10	59
To lung department	3	1
To skin specialist	2	
To Dental Department	2	
To Ear, Nose and Throat Department	2	
<i>Psychological Cases</i>		
Physical examinations conducted for Psycho-Education Department	1238	1558
Heart and Lung Clinic		
Examinations conducted for		
Open Window Class		207
Recommended into Open Window Class		145
Recommended out of Open Window Class		23
Examinations which proved negative		39
Lung examinations conducted		163
Lungs positive		96
Lungs negative		45
No diagnosis made		22
Recommended into Open Air School		38
Recommended out of Open Air School		4
Heart examinations conducted.....		224
Defective hearts		141
Negative hearts		80
Potential heart cases.....		3
Chorea		2
<i>Recommendations</i>		
For removal of diseased tonsils		62
Dental care		21
Exempt from gymnasium exercises		28

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 237

	1920-1921	1921-1922
Exercise in Clinic		4
Lung X-Ray		12
Nose and Throat specialist		1
To remain out of school		6
Exempt from apparatus work in gymnasium		1
Pathological Clinic		
<i>Wasserman Tests conducted</i>	137	64
Positive	123	17
Negative	7	44
Doubtful	7	3
<i>Von Pirquet Tests conducted</i>		
Positive	49	80
Negative	64	49
<i>Haemoglobin Tests conducted</i>		156
<i>Urinalysis</i>	4	5
<i>Miscellaneous</i>		11
<i>Re-inspections</i>		14
<i>Mercury Treatments</i>	196	182
<i>Tuberculin Treatments</i>	240	290
<i>Blood Counts</i>	2	
Orthopedic Department		
Number of old cases seen and treated	1240	2467
Number of old cases seen and treated	227	400
Total	1467	2867
Scoliosis	63	134
Infantile Paralysis	43	50
Spastic Paralysis		1
Tortocollis	12	9
Poor posture	5	73
Flat Feet		20
Sprained ankle		1
Cardiac disease		62
Congenital hip dislocation	2	4
Obstetrical paralysis		1
Exempt from gym.		1
Malnutrition		2
Sprained wrist		1
Potts disease		2
Osteomyelitis		1
Ricketts		1
Pigeon breast		1
Round shoulders	5	36
Fallen arches	6	
Tubercular spine	5	
Lordosis	13	
Pes Planus	17	
Kyphosis	6	
Tubercular hip	6	
Examinations which proved to be negative	15	
Examinations conducted, and to return in September for treatment	29	

Recommendations

	1920-1921	1921-1922
Referred to School Clinic for exercise		154
Referred for exercise and massage.....		60
Referred to Orthopedic specialist		55
To report later		40
Referred to Hospital		4
Operation advised		1
Referred to family physician		2
Referred to school gymnasium for exercise		50
Referred to Crippled Children's Class		34
Number of children re-examined.....		102
Discharged		107
Improved		54
Left school		18
Being treated—orthopedic surgeon.....		7
Will not come regularly		13
Have not reported at all		12
Died		3

Psycho-Educational Department

Number of cases from Binet Schools	13	11
Number of cases from School Principals, <i>et al</i>	895	1037
Number of cases from Attendance Department	298	267
Number of new cases from Juvenile Court		80
Number of new cases from other sources	61	30
Number of old cases re-examined	260	384
Total number of cases examined	1527	1773

Diagnosis

Feeble-minded, Total number	360	449
classified as morons	330	399
classified as imbeciles	28	44
classified as idiots	2	6
Mentally inferior, including borderline and doubtful cases	705	596
Mentally average	324	490
Mentally superior	8	14
Disciplinary cases	248	326

Recommendations

Classes for defectives	337	382
Restoration classes	203	110
Regular grades	164	317
Vocational Schools	45	30
Prevocational manual training	297	334
Institutional care	50	62
Speech training		91
Conservation of vision class		17
Referred to Attendance Department without recommendation	248	326
Medical care	855	1068
Cases for further examination	221	219

Number of old cases seen and treated in all Departments	11,415	17,469
Number of new cases seen and treated in all Departments	12,238	15,224
Total number of cases seen and treated in all Departments	23,653	32,693

APPENDIX F

Attendance Department

Report of

CHARLES A. MACCALL

Supervisor of Attendance

For the Year 1921-1922

It is gratifying to be able to report a considerable increase in the per cent of attendance during the year 1920-1921 over that of the year 1919-1920, 91% as against 89.6%, The per cent of attendance showing an actual increase for the year of 1.4%.

There has been a steady increase in regular attendance at school for the past four years, since the end of the world-war, clearly indicating that we are more nearly approaching normal conditions each year.

Co-operation of all the educational forces has been extremely close during this year and to that fact is due the excellent per cent of attendance.

The total number of days present in all of the schools during this year was 12,530,472 days, while that of the previous year was 11,650,940, showing an increase of 879, 532 days present. The total number of days absent during this year was 1,237,166 days, while that of the previous year was 1,338,980½ days. showing a decrease of days absent of 101,814½ days.

The average enrollment during this year was 67,546 pupils, while that of the previous year was 65,657, indicating an increase in average enrollment of 1,889 pupils. The average attendance during this year was 61,539 as against 58,887 during the previous year, indicating an increase of 2,652 pupils who were in actual daily attendance this year. The Attendance Department is proud to be able to report this increase and pledges itself to a continued effort next year.

The number of days attendance lost because of quarantine during this year was 48,886½, while that

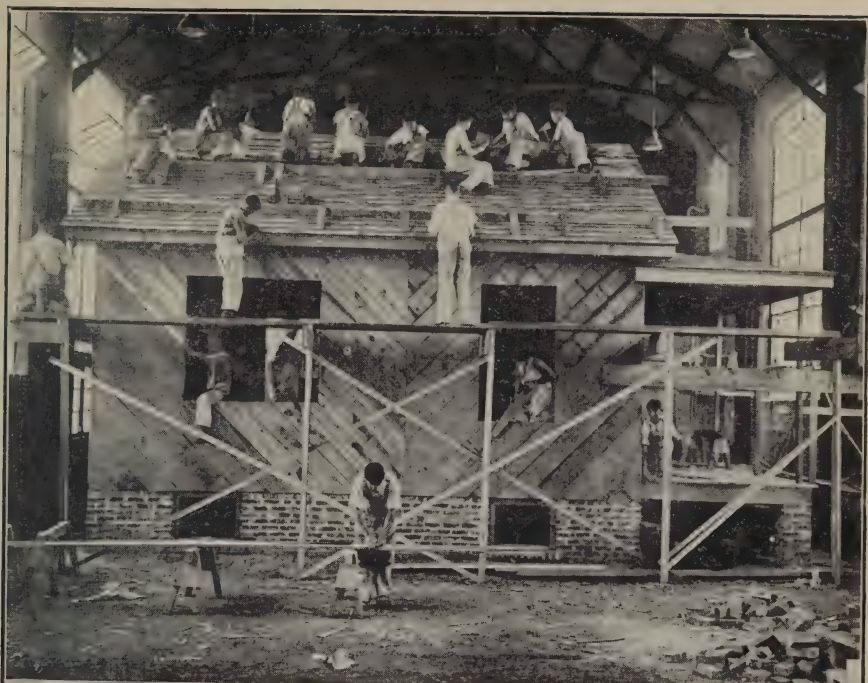
of the previous year was 56,161½, showing a decrease of 1,275 days unavoidably lost because some member of the pupil's family was ill with a contagious disease.

The total number of children reported to the Attendance Department by principals of public schools for all reasons during the year was 45,423. The final disposition of these cases was as follows: 35,468 pupils were returned to public schools from which they were reported; 4,910 pupils were transferred from one public school to another; 2,305 pupils were granted "age and schooling" certificates and allowed to go to work; 426 were found to be too ill to attend school at the end of the school year; 1,534 pupils were found to have moved from the city; and the remainder was found to have left the public school and entered private or parochial schools or to have left school because they had become sixteen years of age during the year and were, therefore, legally released from the provisions of the compulsory education law.

Attendance officers made 9,673 visits to public schools; 1,588 visits to private and parochial schools; and 80,775 visits to homes of pupils during the year.

Principals of parochial and private schools reported 2,818 cases of truancy, non-attendance, and absence. Of these cases 2,598 pupils were returned to the schools from which they were reported, 196 were found to have been transferred to public or other private schools, and the remainder to have secured "age and schooling" certificates and left the school to be legally employed or to have moved out of this city.

The causes for absence as disclosed by the investigations of attendance officers are as follows: Personal illness or illness in the family exclusive of contagious diseases, all of which absences are perfectly legitimate and unpreventable, caused 14,535 or about 32% of the cases reported. These cases are reported to the Attendance Department for verification in most cases, al-



BUILDING TRADES SCHOOL—(UPPER) CARPENTRY WORK ON A HOUSE.
(LOWER) BRICK LAYING

though there are many such cases reported concerning which the principal has no knowledge until he receives a report from the attendance officer. Children frequently remain away from school because of illness for such a long period that they lose their taste for school and indulgent, unthinking parents allow them to absent themselves for many days after the real cause (that of illness) has been completely removed. Such cases cause a great amount of work for the attendance officers who are often compelled to seek aid from the Medical Inspection Department to prove that the illness has ceased to exist in order to force parents to return pupils to school.

The next largest cause for absence was found to be carelessness, indifference, ignorance, neglect and greed of parents. Attendance officers found that 12,264 or about 27% of all the cases reported could be directly traced to such parents. Parents of large families of children, particularly foreign-born parents, seem to look upon their children as an asset just as soon as they are physically able to go to work and furiously resent any effort on the part of school authorities to keep them in school in accordance with the compulsory school law. Their most frequent complaint is "if I keep my girl in school until she is sixteen years of age, she gets married or if I keep my boy in school for the same period, he gets a job and leaves home, then what do I get out of them." This type of parent is probably the hardest of all types to deal with, because it is necessary for the attendance officer to educate the parents up to the point where they are able to realize that it is their duty to enable their children to secure as much education as possible regardless of what may happen after they have completed the compulsory school period. Another class of parents come under the head of careless and neglectful parents. A greater part of this type of parents do not seem to realize that every day needlessly lost from school by their children

means not only a real educational loss to the children but also a distinct financial loss both to themselves and all of the other taxpayers in the community. When they are forced to realize this fact, either by educational or more drastic methods, they are more careful to see that their children attend regularly. Quarantine of the homes caused 9,538 or about 21% of the cases of absence. These cases although practically unavoidable make great inroads upon the per cent of attendance, because of the fact that frequently a family of six or seven children will be quarantined and kept at home because one member of the family is ill. When that member of the family is about well enough for the quarantine to be lifted, another member will contract the disease and it not infrequently happens that the disease will pass from one child to the other, making it necessary for the entire number of children to be kept from school attendance for periods ranging from three weeks to many months.

Clear cases of truancy accounted for 1,817 or about 5% of the cases of absence, i.e. children who deliberately absent themselves from school without the knowledge or consent of their parents. Most of these cases were cured after one or two absences, but it was necessary to recommend a few of them for commitment to disciplinary institutions.

Inability of parents to procure proper clothing and shoes for their children was the cause of 910 cases of absence. All of such cases were provided with the necessary clothes or shoes through the efforts of the department and the children returned to school at the earliest possible moment.

Two thousand, three hundred and five (2,305) cases of absence were found to be pupils legally qualified to obtain "age and schooling" certificates, who had reached the age of fourteen, and had left school to be legally employed, while 5,088 cases were found to be those

of pupils who had reached the age of sixteen and had left school or who had moved out of the city.

One of the most efficient methods used by the Attendance Department in securing regular attendance at school by children of careless and indifferent parents, has been the summoning of such parents to the criminal courts. During the present year 1,715 parents were so summoned. These cases are heard either by the Supervisor of Attendance or his assistant sitting in place of the police magistrate who is usually too busy to deal with so many cases of the same character. In the vast majority of these cases, the fact that the parent is compelled to absent himself from his work and has been brought in direct contact with the machinery of the criminal courts, impresses him with the necessity of a strict obedience of the compulsory school law and obviates further court action. Only 48 parents were found during the year who were either too ignorant or too stubborn to heed the warning given when they were summoned. Complaints were lodged against each one of these and upon trial they were convicted and either fined or placed on probation.

The work of the Attendance Department has been greatly increased during this year through the opening of the Boys' and Girls' Continuation Schools. Under the provisions of the continuation school law, all pupils between the ages of fourteen and sixteen years to whom "age and schooling" certificates have been granted must attend a continuation school for a period of six hours each week. Such attendance must be during the hours when the child would otherwise be employed. Approximately 3,500 of such pupils were found to come under the provisions of this law at the beginning of the year. All of these were rounded up by the attendance officers and were registered at the schools which have been established in this city. Each one of these pupils were followed up and forced to at-

tend regularly each week. This necessitated an enormous amount of work on the part of the department.

In almost every case the pupil, the parent, and the employer resented interference with the child's working hours, the parents because of the loss of wages entailed, the employer because of the interruption of the regular routine of the place of business, and the child because he or she was imbued with the idea that when an "age and schooling" certificate was granted, they were rendered immune from further inroad on their time by educational authorities.

It was found that there would be no voluntary attendance at these schools. Every child must be practically forced to attend and they will use every effort to escape such attendance. How great an addition to the work of the department may be realized from the fact that it was necessary to make approximately 9,000 visits to homes and practically as many to employers in order to keep these pupils in attendance.

I am of the opinion, however, that after these continuation schools have been functioning for a few years, both parents and employers will become accustomed to obeying the continuation school laws, without so much effort on the part of the Attendance Department.

Despite the business slump and the consequent lack of employment during this year, there was but slight increase in the number of children prevented from attending school because of lack of proper clothing. There are in this city as well as in every other city, a number of families in which, because of the large size of the family and the small size of the income, or because of some other apparently unpreventable economical reason, the children are unable to procure proper clothing. In many states and communities this fact is recognized by the school authorities. Provision is made in the annual budget to care for such cases. In

this state, however, no such provision has ever been made and no money has been appropriated from the public funds for this purpose.

It is a great burden upon the attendance department to procure clothing for these cases as it must be obtained for the most part through private philanthropy. During this year, the School Children's Emergency Relief Committee has done splendid work in assisting the department to procure clothing and shoes. Their funds have been almost solely procured through the courtesy and splendid co-operation of the Director of Public Safety, who has turned over the receipts of theatrical benefits to the fund. Some method of procuring an appropriation from the public funds should immediately be devised to meet this necessity.

Parents and pupils to the number of 13,560 have been interviewed by the Supervisor and Assistant Supervisor, during the year. The number of these interviews has been greatly increased by reason of the opening of the continuation schools. Protesting parents and employers insist upon seeing the head of the department in order to present their special reason why some particular child shall be excused from attendance at continuation school. One hundred and thirty-two (132) parents were interviewed because of the suspension of their children from school and 267 were interviewed concerning the transfer of their children to ungraded schools.

A considerable and gratifying decrease is shown in the number of "age and schooling" certificates granted. In the school year 1919-1920 there were 3,023 such certificates granted. Only 2,305 were granted during this year, showing a decrease of 718 for this year. There were two outstanding causes for this decrease. The first: business depression and consequent lack of positions for children. The second: determination upon the part of many employers to employ only children above

the age of sixteen years, because of the fact that children over fourteen but under sixteen years of age must be excused to attend continuation school. Some employers not only refused to take on any new help under the age of sixteen years but also discharged all such children already in their employ. It is evident that the continuation school law has been the cause of many children above the age of fourteen remaining in school who would have otherwise obtained "age and schooling" certificates and secured employment.

One hundred and thirty-two (132) pupils were suspended by principals of public schools, all of these suspended pupils are first sent to the Medical Inspection Clinic where they are submitted to a physical and mental examination to determine whether there are any remediable defects which might in part at least contribute toward their misconduct in school. The results of such examination are taken into consideration by the Supervisor of Attendance when after conference with parents and principal and careful investigation of each particular case he makes recommendations for their disposition. The following dispositions were made of the cases reported this year: 23 were re-instated at the school from which they were suspended; 86 were transferred to other schools; 16 were transferred to ungraded schools; 2 were transferred to Binet classes; 4 entered parochial schools and 1 was committed to the Newark City Home.

Two hundred and eighty-seven (287) pupils were recommended for transfer to ungraded schools; 63 pupils were so transferred; 85 were re-instated in the schools from which they were recommended; 131 were transferred to other schools; 3 were committed to the Newark City Home; 3 were transferred to Binet classes, and 2 being over the age of fourteen years and having the other necessary legal qualifications were granted "age and schooling" certificates.

I would again most respectfully call attention to the immediate need for a new building to house the Academy Street Ungraded School; a building somewhat similar to Ungraded Schools Nos. 1 and 2 should be erected in a central location which would accommodate twice the number of pupils now attending the Academy Street School. All of the ungraded classes have been filled to their utmost capacity and many pupils who should be transferred to these schools were of necessity kept in regular classes with a consequent loss of efficiency in the work of the teachers of such classes because of their presence.

SCHOOL CENSUS

The continuous school census has been kept up during the year. The value of this form of census to the school system cannot be overestimated. By means of it, children who have once been registered at a public school or who have moved into the city are readily traced from one district to another. It renders almost impossible, the loss of a child from school enrollment once its name has been secured. No general revision has been made for the past five years but an appropriation has been made for the purchase of necessary printed matter for such a revision at the beginning of the next school year.

After this revision is made I greatly hope to be able to detail an attendance officer to take charge of the various corps of census officers in order to make their work more effective.

PUBLIC SCHOOL SAFETY PATROL

A great amount of valuable work has been accomplished by the Public School Safety Patrol during the year in helping to protect the lives and morals of school children and in preventing damage to school property. There has been a Safety Patrol functioning in every public and many of the parochial schools in the city.

The total number of members in the public school was 800 boys and 100 girls, an increase of 250 over last year.

The officer detailed by the Department of Public Safety to assist the Attendance Department in this work has held 230 meetings with members of the various patrols; has made 275 visits to patrols while they were on active duty at the schools and has addressed 60,000 pupils from the platform of the various school auditoriums on the subject of safety and fire prevention. The efficient manner in which these patrols protect pupils from accident by traffic around the school houses may be judged by the fact that although they have been compelled to guard the lives of 70,000 children four times each school day at crossings and street intersections about the school houses, there has not been recorded a single accident to any pupil while patrols have been on duty. Chauffeurs and drivers of other vehicles have become accustomed to see the patrol boys on duty and to heed their signals as they would a regular traffic police officer. This recognition on the part of drivers of vehicles has been largely brought about through the hearty co-operation of the Police Department and the State Motor Vehicle Department. Cases of motor drivers ignoring the signals of safety patrol boys which were brought to the attention of Commissioner Dill of the Motor Vehicle Department have been dealt with promptly and effectively. In two instances, where complaints were made, one against a physician and the other an automobile owner, both of whom ignored the signals of the patrol boys thereby endangering the lives of pupils, the Commissioner imposed the extreme penalty of revoking their licenses to operate an automobile in this state and commended the patrol boys for bringing these cases to his attention.

The practice of building bon-fires has been given special attention by the Safety Patrols this year and

310 of such fires have been extinguished. It is an inspiring sight even to a grown-up to see a boy wearing the arm band of the patrol rush in the midst of a group of kiddies of his own age, extinguish the bonfire around which they are gathered and endeavor to impress upon them the serious danger to themselves and others of building such fires. As a result of this work, the Department of Fire Prevention of this city reports a great decrease in the number of children burned through the building of fires out of doors.

Fifty-nine (59) cases of meritorious acts entailing the actual saving of life by safety patrol boys were reported and verified this year. These reports were submitted to a committee composed of Captain James McRell of the Traffic Division of the Police Department and Captain C. Albert Gasser, Superintendent of Fire Prevention of the Newark Fire Department, for their judgment as to the most meritorious act of life-saving performed during the year.

After carefully considering all of the acts reported, they decided that the prize donated by the Commercial Casualty Company of this city be given to Frederick Heisch, a member of the Safety Patrol at Hawkins Street School. Frederick, who was eleven years of age, while on his way to school saw a child about four years of age setting fire to a pile of leaves at one corner of the front porch of his house, the flame flared up and ignited the boy's clothing. Frederick climbed the fence in front of the yard, extinguished the flames in the boy's clothing, turned him over to his mother and then put out the fire which had by that time ignited one of the wooden pillars of the porch. Considering this to be only part of his regular duty, Frederick continued on his way to school and did not report the accident to his chief.

A grocer, however, who had witnessed the act from his home in the neighborhood went to the school, re-

ported the incident to the principal and demanded to know the boy who had done this act of quick thinking and bravery in order that he might congratulate him. At the end of the school year a theatre party was held at the Fox Terminal Theatre for the members of the Safety Patrol and Frederick was awarded first prize, a gold watch, by Tom Mix, the kiddies' idol in the movie world. Prizes consisting of pins containing gold links in the honor chain of the Safety Patrol were also awarded to the fifty-eight other members of patrols who had rendered particularly meritorious work in preventing accidents and saving life during the year.

The medals for the patrol which was adjudged to have maintained the best percentage during the year for attendance and attention to duty were awarded at the same time to the members of the Washington Street School Safety Patrol.

The Fife, Drum and Bugle Corps which was organized last year has been in great demand for parades. In the Boys' Parade held by the Rotary Club on May first, they were awarded a first prize in their class, a silver cup, because of their appearance and the quality of their music.

Additional duties have been imposed upon some of the patrols because of the building operations going on in the school yards, necessitating the closing of these playgrounds to the children. This condition naturally causes the children to congregate in the streets and gives considerable extra work to the Safety Patrols in preventing accident. Particularly was this true at Burnet Street and Carteret Schools.

Every year that the Safety Patrol is in existence sees a closer co-operation with it by the other pupils of the school. Its influence for good even in the classroom is felt more and more. Boys and girls who were tired of school and were legally entitled to leave have

been kept in school until they were graduated by the simple method of making them members of the patrol and interesting them in its work.

SPECIAL INVESTIGATIONS

Special Investigator Hartford has investigated three hundred cases of robbery, petty stealing and vandalism during this year. He has also investigated thirty-five cases of pupils whose legal residence was out of this city who were attending the Junior College and Junior High Schools without payment of tuition fees. In most of the latter cases the fact was proven beyond a doubt that the address in this city given by the pupils was simply a temporary one and the tuition was collected or the pupils compelled to withdraw from the schools.

Thirty-three school houses were broken into and robbed during the period between January 21st and April 2nd, 1921. Every effort was put forth by the investigator aided by the other attendance officers to detect the culprits and stop the robberies; the aid of the Police Department was sought, all without avail until a regular night patrol of attendance officers was thrown around the schools that had not yet been robbed. This method evidently frightened the thieves, as no more robberies were reported for some time.

Two young men who had given a great deal of trouble to the Attendance Department because of truancy and misbehavior while they were at school, were apprehended while disposing of the proceeds of several school robberies which occurred in East Orange. While we were unable to prove that they had been concerned in the Newark robberies we are quite sure that they were connected with most of the robberies in this city. These young men were convicted and sent to Rahway Reformatory.

Cases of petty stealing occurred at the following schools and school properties: Athletic Field, Barringer High, Binet No. 1, No. 2 and No. 3, Burnet, Camden

Street, Central Avenue, Central High, Chestnut Street, Cleveland, East Side High, Hawkins Street, Hawthorne, Joseph E. Haynes, Lawrence Street, Madison, Monteith, Moses Bigelow, Newton, South Side High, South Street, South Eighth Street, South Tenth Street, Sussex Avenue, Summer Place and West Side.

All of these cases were cleared up, the persons guilty being punished and restitution made for articles stolen. Some of these culprits were committed to the Newark City Home, some to the State Home at Jamesburg, and some were placed on probation.

Every case of vandalism and destruction of school property was cleared up and the persons found to be guilty were compelled to pay for repairing the damage.

The following is a list of moneys collected from parents of children who had been guilty of petty stealing or damaging school property and of property recovered.

Money collected from parents	\$623.30
Merchandise recovered	265.50
Money recovered and returned to principals.....	41.03
Total	\$929.83

SUMMARY OF WORK FOR 1920-1921

I give below a summary of the work of the entire department during the year.

Number of cases of truancy reported by principals of public schools	976
Number of cases of absence reported by principals of public schools	39,537
Number of cases attending no school reported by principals of public schools	195
Number of cases of truancy, etc., reported by principals of other schools	2,818
Number of visits to public schools by attendance officers	9,673

Number of visits to other schools by attendance officers	1,588
Number of visits to homes by attendance officers	71,794
Number of visits to homes by attendance officers (continuation schools)	8,981
Number of legal notices served	2,373
Number of parents summoned to Criminal Court	1,715
Number of parents and guardians prosecuted and convicted	48
Number of pupils returned to public schools by attendance officers	36,559
Number of pupils returned to other schools by attendance officers	2,598
Number of children found on the street and taken home by attendance officers.....	980
Number of children found on the street and taken to school by attendance officers.....	1,040
Number of transfer cards investigated by attendance officers	4,919
Number of "age and schooling" certificates issued	2,305
Number of cases of absence found to be caused by illness	8,950
Number of cases of absence found to be caused by lack of clothing	910
Number of boys recommended for transfer to Ungraded Schools	287
Number of boys transferred to Ungraded Schools	63
Number of boys recommended for commitment to Newark City Home	7
Number of boys recommended for commitment to State Home for Boys	4
Number of pupils who have moved out of the city	1,534

Number of permits and badges issued to newsboys	73
Number of visits made to employers	1,231

For the Year 1921-1922

The per cent of attendance at all of the public schools during this year was 90.96%, practically the same as that of the previous year, 91%. This slight decrease of .04% was undoubtedly due to a slight epidemic of La Grippe during the winter months which, while not severe, attacked the smaller pupils of the schools and kept them from attendance at school for long periods of time.

The total number of days present of all pupils was 12,923,094½ while that of the previous year was 12,530,472 showing an increase in the number of days actually present of 412,622 days. These figures show that despite the slight decrease in per cent of attendance at least 2,275 more pupils have been in actual attendance every school day during this year than the number in attendance during the previous year. It can be readily seen that such an increase in actual days attendance means a considerable increase in the amount of that part of the appropriation by the state which is based upon actual days attendance.

The number of days lost through quarantine, *i.e.*, through the illness of pupils or members of their families because of contagious diseases during the year was 45,360, a decrease of 3,526½ days from the number of days lost for the same reason during the previous year. It is very gratifying to note that the number of cases of sickness necessitating quarantine has, despite the great increase in school population, not only not kept pace with that increase but has actually shown a decided decrease in number during the past few years.

During the year ending July 1st, 1918, or four years

ago, the total number of days present of all pupils was 11,664,130½ days which, compared to the attendance during this year, shows that there were more than 1,250,000 more days present of all pupils during this year. In spite of this fact we find that in the same year (1917-18) there were 60,032 days lost through quarantine while during this year there were but 45,360 days lost for that reason. These figures stand as a great testimonial to the care and vigilance of the Medical Inspection Department and the close cooperation of all the departments which are charged with the care of the health and attendance of pupils in our public schools.

The number of days absent of all pupils for all causes during this year, including illness, lack of clothing, carelessness, and truancy was 1,283,534 while that of the previous year was 1,237,166 showing an increase in the number of days absent during this year of 46,368 days. Turning once more to the figures of the year ending July 1st, 1918, we find that although there was an increase of 1,758,964 in the number of days actually present during this year over that of 1917-18, there was an actual decrease in the number of days absent during this year of 91,653½ days. The number of days absent reported during 1917-18 was 1,385,177½ while the total number of days absent during this year was 1,283,524. These figures show very conclusively that the number of pupils unnecessarily absenting themselves from school in proportion to the school population has greatly decreased in the past four years and give great hope for a further decrease in the future.

The total number of cases of absence, truancy, and non-attendance reported to the Attendance Department by principals of public schools during this year was 38,290. Final disposition of these cases were as follows: 31,524 pupils were returned to regular graded public schools; 1,652 were returned to continuation

schools; 1,835 were granted "age and schooling" certificates; 1,093 were found to have moved out of the city; 156 were found to be too ill to attend school; and the remainder was found to have left the public schools to enter parochial or private schools or to have become sixteen years of age and left school at the end of their compulsory period.

The attendance officers made 9,875 visits to public schools including continuation schools; 1,446 visits to parochial and private schools; and 76,562 visits to homes, 13,525 of which were occasioned by absences from continuation schools during this year.

Principals of parochial and private schools reported 1,232 cases of absence during the year. Of these cases 1,147 pupils were returned to the school from which they were reported; 60 pupils were found to have left such schools and to have entered public schools; and the remainder to have left school and secured legal employment or to have moved out of the city.

Reports made by attendance officers of investigations made of the total number of cases referred to them show that following as the causes for absence: 13,785, or 36%, were found to be caused by personal illness or illness in the family but not of a contagious nature; 3,829, or 10%, caused by quarantine; 15,316, or 40%, caused through ignorance, neglect, carelessness or greed of parents; 853, or 2%, caused by lack of clothing and shoes; 1,579, or 4%, caused by actual truancy; 1,835, or 5%, caused by application for and granting of "age and schooling" certificates; and 1,093, or 3%, caused by removal of pupils from the city.

Parents to the number of 1,794 were summoned to appear before the Criminal Courts because of violation of the Compulsory Education Law. The appearance before the court and the admonition there given were sufficient to cause the parents so summoned to end

the violation in all but 29 cases. Formal complaints were made against 29 parents all of whom were arrested upon warrants and upon conviction were either fined or placed on probation.

This city, with its cosmopolitan population comprised of people from almost every country in the world, presents as difficult an educational problem as any city in this country. Foreign born parents bring their families to this city who have been reared in absolute ignorance and who are therefore indifferent and careless as to the education of their children. Their sole aim in coming to this country seems to be the betterment of their financial condition and they think that every child should be an asset just as soon as the child is large enough to have any earning capacity whatsoever. What becomes of the children before that period is a matter of complete indifference to them. Whether or not they take advantage of the splendid educational facilities offered them is apparently of no moment whatever. It is in dealing with such parents that the greatest amount of work must be done by the Attendance Department. In most of these cases the element of poverty plays a real part and it is found to be much more efficient to wage a continual campaign of education of such parents than to invoke the law and the courts to compel them to do something of which they do not realize the value. The only way to secure for each child the education to which it is entitled under our laws is the way in which we are attempting to accomplish it and that is through the closest co-operation of all of the educational forces in selling, as it were, the idea of education to all parents and children and impressing upon them its value.

I am pleased to report a decrease in the number of absences through lack of shoes and clothing. Only 893 of such cases were found by the attendance officers. These cases entail an enormous amount of work

because there is no provision whatever made for securing out of public funds such clothing as may be absolutely needed by pupils whose parents are unable to provide it. It is incumbent upon the attendance officer to secure the regular attendance of such pupils but no way is provided for him to secure clothing for them. It is necessary to call for aid from nearly every private charitable organization in the city and in many instances the officer must even resort to appealing to parents who are in good circumstances to donate outworn or cast-off clothing in order that these indigent pupils may attend school.

The School Children's Emergency Relief Committee has been of great assistance in furnishing shoes and rubbers upon application of the Department but because of the limitation of its funds it has not been able to furnish clothing. I again most urgently appeal for the setting aside from some public funds a sum at least sufficient to secure clothing for indigent pupils where conditions in the family preclude the possibility of their securing it through their parents or relatives.

The Supervisor of Attendance and his Assistant, Eugene J. Sheridan, have held personal interviews with 14,690 parents during the year and with at least an equal number of children. These interviews, although entirely unavoidable, entail an enormous amount of work and consume the greater part of the time spent by these officers in the office and preclude the accomplishment of any of the detail work necessary in keeping statistics, making reports, etc., during office hours. Almost all of such detail work must therefore be done at home after office hours are over. Should this work increase during the coming year it will be necessary for me to ask for the appointment of another Assistant Supervisor of Attendance in order that our work may continue to be efficiently done.

One thousand, eight hundred and thirty-five (1,835) applications for "age and schooling" certificates were

granted during this year. These figures show a considerable decrease from the number granted during the past few years. This decrease means that a greater number of pupils are remaining in school until they have at least completed their compulsory period and reached the maximum legal qualification of sixteen years. There are two factors which may be given as the reasons for this decrease in the number of children who left school and entered employment as soon as they had reached the age of fourteen years and complied with the educational and physical provisions of the law. The first factor is the increased demand for adult labor which has secured steady and fairly lucrative employment for parents so that they were enabled to support their families without the aid of their children. The second, and I think by far the most potent one, is the maintenance by the Board of Education of the boys' and girls' continuation schools. Many employers, who heretofore have employed children under sixteen years of age, now refuse to employ any child who is not at least sixteen years for the reason that they object to allowing their employees to leave their places of business in order to attend these schools. One of the rules of the Attendance Department is that no "age and schooling" certificate be granted to any child, regardless of its qualifications, until a certificate is filed in the office signed by the prospective employer in which he declares his willingness to employ the child and to report immediately to the Department upon the child's leaving his employ. Thus through the scarcity of jobs for children under sixteen years, applicants for "age and schooling" certificates fail to find employment and without employment they are unable to obtain "age and schooling" certificates and therefore must remain in attendance at school.

Although the establishment of continuation schools in this city has greatly increased the work of the At-

tendance Department, because of the fact that no pupil ever seems to attend these schools voluntarily but must be actually forced to do so, I am satisfied that aside from every other consideration the fact alone that they have undoubtedly been the means of keeping children in school two years longer than they would have otherwise remained, clearly justifies their establishment and maintenance.

One hundred and ninety-eight (198) boys were recommended for transfer to ungraded schools during the year. After consultation with the parents and a medical and psychological examination had been made of each boy, 66 boys who had been given trials at at least two regular graded schools were so transferred; 4 boys were recommended for commitment to the Newark City Home; 2 for commitment to the State Home for Boys in compliance with a rule of the Board of Education which requires that no boy be transferred to an ungraded school until he shall have been given at least one trial in a school other than the one from which he is recommended; 42 were re-instated for further trial at the school from which they were recommended; and, 114 were transferred to other graded schools.

All three of the ungraded schools have been filled to their capacity during the entire year and have been accomplishing wonderful work in redeeming boys who would have become subjects for commitment to city or state institutions. May I again respectfully urge the necessity of securing larger and better quarters for the Academy Street Ungraded School as there is a great need for increased capacity for that school. No great outlay of money will be required to erect a suitable building for this school and aside from all moral consideration the actual saving of money to the city through its care of pupils who would otherwise be supported in institutions would more than compensate for the expense involved.

Principals of public schools suspended 137 pupils. The case of each of these pupils was referred to the Attendance Department for investigation and adjustment. Under the rules of the Board every pupil suspended from school must be sent to the Medical Clinic of the Board for examination and report as to remediable physical defects and after such examination and report had been made by the Supervisor of Medical Inspection together with his recommendation the following disposition was made of the cases: 35 pupils were re-instated for further trial at the school from which they were suspended; 79 were transferred to other graded schools; 9 were transferred to ungraded schools after having been given a trial at a graded school other than the one from which he or she was suspended; 5 were transferred to Binet schools; 5 entered parochial schools; and 4 were committed to the Newark City Home.

SCHOOL CENSUS

The continuous school census has been kept up during the year, becoming more and more valuable as an aid to what is called "child accounting" among educators. This means the accounting for every child of school age residing in a school district. It is absolutely essential to the efficient work of education in any community to know each child in the district and know what that child is doing at any given period of time. Our school census is giving greater satisfaction than any of which I know but its work could be vastly improved if an attendance officer could be appointed to direct and supervise the work of pupils who are detailed as census officers in their respective schools. The expense involved in such an appointment would be more than compensated for by the added efficiency in our work.

PUBLIC SCHOOL SAFETY PATROL

The seventh year of its existence has seen the Public School Safety Patrol grow to almost unbelievable

efficiency. There are safety patrols now established in every elementary and Junior High School. The total number of boys and girls engaged in this work is one thousand. These boys and girls are appointed by the principals from among the older pupils of the school because of their reliability and peculiar fitness for safety work. They are all required to take the following pledge before being assigned to duty:

Pledge

I promise on my honor

To do my duty to God and my country, and to obey the law.

To work for the safety of the pupils of the public schools as I would want those appointed to safeguard our city to work for my safety and the safety of my family and friends.

To try to protect myself and those with whom I come in contact from the risk of unnecessary chances.

To keep myself clean, morally, mentally, and physically, by being honest, trustworthy, loyal, helpful, obedient, and brave.

To do my part in helping to reduce the number of accidents during this year and by my example try to make my school a model one for safety.

To faithfully perform the duties as outlined for a public school safety patrol officer.

This pledge having been taken their general duties are outlined as follows:

1. Prevent the taking of unnecessary risks by pupils in going to or returning from the public schools.

2. Protect the smaller pupils against traffic accidents.

3. Prevent swearing and vulgar language in the public street and public places.

4. Prevent the building of bonfires in the streets.

5. Prevent boys from breaking windows and street-lamps and from defacing buildings and sidewalks with chalk.

6. Prevent boys from smoking cigarettes and playing crap.

7. Prevent boys from engaging in dangerous or unlawful playing.

8. Prevent persons placing encumbrances or obstructions on fire-escapes.

9. Prevent the mixing of garbage, ashes, and rags.

10. See that garbage cans are kept covered and that ash and garbage cans are promptly removed from the sidewalk when emptied.

11. Request persons to keep the sidewalk and areaway in front of their buildings clean and not to throw refuse into the street.

12. Make special effort to perform duties 8, 9, 10, and 11 at your own home. See that your parents and relatives do not violate the laws and ordinances.

13. Avoid entering for the above purposes any building under any condition.

The number of pupils assigned to each patrol varies in proportion to the size of the school and the needs of the district. Thus, some schools have but ten assigned to duty while others have as many as thirty on actual duty. There is a chief, either appointed by the principal or elected by the patrol in each school, whose duty it is to detail the members of his squad to duty at the various cross walks in the vicinity of the school and see that they look after the safety of pupils in crossing streets through traffic. It is also his duty to make a weekly report to the Supervisor of Attendance of all of the activities of his squad. During this year there have been 53 cases of actual saving of life which were witnessed and testified to by adults. Many of these rescues were made at considerable risk to the safety patrol officer but with the danger minimized through the cool-headed, quick action of the trained patrol officer. The magnitude of the work of these patrol boys and girls may be judged by the fact

that they handle and direct 72,000 children four times daily. The efficiency with which they do it may be judged by the fact that there has not been one case reported of any child injured through traffic in the vicinity of a school house while the safety patrols were on duty.

Not only do the children recognize the authority of the safety patrol officer but the drivers of all kinds of vehicles have learned to recognize the arm bands worn by these "Knights of the Crossroads" and to realize that the wearers of these arm bands must be obeyed. There are comparatively few drivers who will attempt to proceed after a safety patrol boy has signalled him to stop because they have come to understand that failure to heed a warning given by the boy may result in injury to some child as well as the fact that drastic action is likely to follow such failure to obey the signal.

Officer Felix Dunn who is detailed by the Police Department to train the members of the safety patrol and supervise their work keeps a careful record of the work of the patrol at each school and prizes consisting of medals are given to the members of the safety patrol which at the end of the school year is judged to have been the most faithful and efficient during the year. Burnet School Safety Patrol was awarded the prize this year.

Four prizes were donated by interests outside of the school organizations for the most meritorious act performed by single members of the patrol. A gold watch, donated by the Commercial Casualty Company, was presented to McLain Wells, a colored lad, member of the Summer Avenue School Safety Patrol, as first prize, he having been instrumental in saving the life of a boy at the risk of his own. The second prize, also a gold watch, presented by Tom Mix, movie star who is immensely interested in this work, was awarded

to Frank Simonet of Robert Treat School Safety Patrol. The third prize, a gold medal, also presented by Tom Mix, was awarded to Paul Mazzariella of Camden Street School Safety Patrol, and the fourth prize, a gold medal donated by William Fox, was awarded to Tillie Siegelman, a girl member of the Monmouth Street School Safety Patrol. These prize awards were made by a committee consisting of Captain C. Albert Gasser, Deputy Chief of Police James McRell, and Mr. A. J. Van Brunt, Director of Safety Education of the Public Service Corporation. This committee considered the meritorious acts of 53 members of the various patrols before selecting the four whose acts were judged to have been the most meritorious. Small pins linking the other members of the honor roll to the watch of the first prize winner were given to each of the other members of patrols whose acts were considered especially meritorious by the judges. All of these presentations were made in the presence of the entire membership of the safety patrol at a theatre party on Saturday, June 24th.

Officer Dunn made 516 visits to patrols while on duty during the year. He also held 210 meetings with the various patrols and addressed during the assembly period pupils and teachers to the number of 75,000 on the subject of safety. Safety patrol officers extinguished over three hundred bonfires during the year and warned the children who had made them of their danger.

Many reports were made of children who had been found gambling, using profanity about the school premises, and committing acts of petty vandalism. All of these reports were investigated and the pupils reported punished as befitted the act. Several dealers in cigarettes were detected selling them to minors by the safety patrol boys and were warned that further violation of the cigarette law would result in their arrest.

The Fife, Drum and Bugle Corps of the Patrol has continued to do good work and it has been in great demand for playing at parades, field days, and other outings. These boys play very well and certainly justify their maintenance because of the added interest which is taken in the patrol as a result of their work. The fact that the influence of the public school safety patrol is not confined to the schools is evidenced by the decrease in the number of accidents to children of school age through traffic in the entire city. Children taught to use caution in crossing the street at a school house will naturally use caution in crossing the street at any other point in the city. Therein lies a great part of the usefulness of the safety patrol.

SPECIAL INVESTIGATIONS

Special Investigator John J. Hartford has investigated the following cases referred to him during the year:

35 cases of robberies in school houses.

50 cases of petty stealing in the schools.

55 cases of vandalism and destruction of school property.

25 cases of pupils whose legal residence was out of the city, attending junior college, giving addresses in Newark and thereby avoiding the payment of tuition fees.

4 cases of persons who were annoying teachers and pupils at evening schools.

3 cases of pool and billiard rooms where pupils were allowed to congregate and gamble during school hours.

10 cases of sex immorality.

4 cases of distribution of indecent and immoral pictures and literature among school pupils.

1 case of a girl who had run away from home.

The number and variety of the cases investigated during the year is evidence of the great amount of work which has been done by the Special Investigator

aided by other officers of the Attendance Department. This work frequently kept both the Special Investigator and other attendance officers busy during all hours of the day and night. In the cases of the robberies of school houses, several suspects were apprehended at Garfield School but although they denied having robbed any schools in this city they confessed having committed fourteen robberies in Roseville and East Orange. They were all turned over to the Police Department and it is a significant fact that after they had been apprehended and placed in custody the epidemic of school house robberies ceased for a time at least. The cases of petty stealing were for the most part cleared up, the guilty ones discovered and punished, and the loot recovered.

Cases of vandalism and destruction of school property which were reported by principals of a number of schools were examined into and those guilty of these acts were apprehended and taken before the Juvenile Court. Upon conviction several were committed by the Court to the Newark City Home and to the State Home for Boys, others were placed on probation and made to pay for the damage to school property. I am glad to report that there is at this time a decided decrease in the number of reports of such acts of vandalism at the schools.

Many of the cases of non-resident pupils who were attending the junior college without payment of tuition were proved to be evading the rules of the Board of Education and were compelled either to pay tuition or to leave the college.

In the cases of persons annoying teachers and disturbing the classes in evening schools, those guilty of such acts were discovered and a stop put to the practice.

Four proprietors of billiard and pool rooms who were found guilty of allowing pupils to congregate and

gamble on their premises were punished by fines and the practice stopped.

In the cases of sex immorality reported, the pupils guilty of such conduct were found and were punished.

Four persons were detected in distributing filthy and obscene literature and pictures and they were convicted, fined and placed on probation.

One man who was apprehended for committing an assault on a little girl, a pupil of Central Avenue School, was convicted and received a sentence in the State Prison at Trenton.

One girl was found to have left her home and was apprehended and returned to her parents.

One hundred and seventy-one dollars (\$171.00) were collected from parents of pupils who had caused damage to property. Merchandise which had been stolen was recovered to the amount of three hundred fifty-eight dollars and ninety-three cents (\$358.93) and money stolen from teachers and principals was recovered and returned to them to the amount of thirty-five dollars and ninety-five cents (\$35.95).

The Special Investigator is filling a long felt want in the Attendance Department and the schools, and his work has been eminently successful.

SUMMARY OF WORK FOR YEAR 1921-1922

I give below a summary of the work of the entire department during the year:

Number of cases of truancy reported by principals of public schools	823
Number of cases of absence reported by principals of public schools	37,407
Number of cases attending no school reported by principals of public schools	60
Number of cases of truancy, etc., reported by principals of other schools	1,232

Number of visits to public schools by attendance officers	7,875
Number of visits to other schools by attendance officers	1,446
Number of visits to homes by attendance officers	63,037
Number of visits to homes by attendance officers (continuation schools)	13,525
Number of legal notices served	1,729
Number of parents summoned to Criminal Court	1,794
Number of parents and guardians prosecuted and convicted	29
Number of pupils returned to schools by attendance officers	31,524
Number of pupils returned to other schools by attendance officers	1,147
Number of children found on the street and taken home by attendance officers	710
Number of children found on the street and taken to school by attendance officers	738
Number of transfer cards investigated by attendance officers	5,333
Number of "age and schooling" certificates issued	1,835
Number of cases of absence found to be caused by illness	9,505
Number of cases of absence found to be caused by lack of clothing	853
Number of boys recommended for transfer to ungraded schools	198
Number of boys transferred to ungraded schools	66

Number of boys recommended for commitment to Newark City Home	11
Number of boys recommended for commitment to State Home for Boys	2
Number of pupils who have moved out of the city	1,093
Number of permits and badges issued to news- boys	129
Number of visits made to employers	953

Respectfully submitted,

CHAS. A. MACCALL,

Supervisor of Attendance.

APPENDIX G

Statistics

Accompanying

Report of Superintendent of Schools

GENERAL STATISTICS 1920-1921

Population of city (estimated).....	421,465
Number of separate school buildings.....	67

SYNOPSIS SHOWING TYPES OF SCHOOLS, NUMBER OF TEACHERS EMPLOYED AND ENROLLMENT

<i>Day Schools</i>	No. of schools (or classes)	No. of teachers emp'd	Enrollment		
			Boys	Girls	Total
Junior College.....	1	11	88	33	121
High (senior).....	4	†263	3,329	3,059	\$6,388
Junior High (7th, 8th, 9th grades)	3	56	779	838	1,617
Elementary—grammar and primary	53	1,554	29,515	28,942	58,457
Elementary — kindergarten	52	138	5,424	5,125	10,549
Vocational	2	29	272	204	476
*Continuation	3	16	2,245	2,415	4,660
<i>Special—</i>					
Ungraded	3	7	103		103
Binet	6	32	322	161	483
Deaf	1	14	49	41	90
Blind (classes)	2	3	13	8	21
Open Window (classes)	12	12	133	180	313
- Tubercular	1	2	26	40	66
S p e e c h Correction (centers)	6	3	‡	‡	‡
Crippled (classes)	3	3	61	45	106
Superintendent		1	.....	.....	.....
Assistant Superintendents....		5	.....	.....	.....
Supervisors		25	.....	.....	.....
Totals		2,174	42,359	41,091	83,450

* Includes 1 part time class enrolling 19 men.

† Includes Dean of Girls.

‡ Pupils enrolled in regular classes are sent to speech correction centers for special instruction.

§ Does not include those admitted from grammar school during year.

	No. of schools (or classes)	No. of teachers emp'd	Enrollment		
			Boys	Girls	Total
<i>Evening Schools</i>					
High	6	142	2,344	2,824	5,168
Elementary	12	121	3,577	1,709	5,286
Vocational	2	51	2,230	1,142	3,372
Gymnasiums	2	4	271	114	385
Deaf	1	6	21	27	48
Americanization Classes	4	4	4	58	62
Supervisors		5			
Totals		333	8,447	5,874	14,321
<i>Summer Schools 1921</i>					
High (senior)	1	50	912	499	1,411
Junior High	2	18	177	173	350
Elementary	29	526	7,745	7,521	15,266
Supervisors		3			
Totals		597	8,834	8,193	17,027
<i>All Year Schools (Sum. Ses.)</i>					
High	1	81			1,481
Junior High	1	19			619
Elementary	8	313			10,091
Vocational	1	13			230
Special	3	7			201
Totals		433	(not separated)		12,622
			Average daily attendance		
			Boys	Girls	Total
<i>Playgrounds</i>					
Summer (Day)—July 11- Aug. 26, 1921.....	17	†115	5,294	5,426	10,720
Summer (Evening) —July 11- Aug. 26, 1921.....	4	8	1,643	1,282	2,925
After School (Day)—Oct. 4-Nov. 30, 1920-Apr. 4- June 30, 1921.....	7	14	1,231	986	2,217
After School (Day)—July 5, 1921-Aug. 26, 1921....	4	8	1,136	1,157	2,293
After School (Evening)— Aug. 30, 1920-Aug. 26, 1921	1	2	796	589	1,385
All Year (Day)—Aug. 30, 1920-July 9, 1921.....	4	8	658	502	1,160
All Year (Day)—July 11, 1921-Aug. 27, 1921.....	4	8	750	597	1,347
All Year (Evening)—Aug. 30, 1920-Aug. 27, 1921	3	6	635	462	1,097
Totals —.....			12,143	11,001	23,144
† Includes 4 supervisors.					
<i>Social and Recreational Centers</i>					
Social	5				*514
Recreational	3				*790
Total.....					1,304

* Average attendance per night for year.

GENERAL STATISTICS 1921-1922

Population of city (estimated).....431,353

Number of separate school buildings..... 69

SYNOPSIS SHOWING TYPES OF SCHOOLS, NUMBER OF TEACHERS
EMPLOYED AND ENROLLMENT

	No. of schools (or classes)	No. of teachers emp'd	Enrollment		
			Boys	Girls	Total
<i>Day Schools</i>					
Junior College	1	12	100	44	144
High (senior)	4	†285	3,722	3,193	\$6,915
Junior High, (7th, 8th, 9th grades)	3	64	1,154	1,192	2,346
Elementary—grammar and primary	53	1,597	30,170	29,295	59,465
Elementary — kindergarten	52	139	5,326	5,146	10,472
Vocational	3	29	284	251	535
* Continuation	3	15	2,150	2,081	4,231
Special—					
Ungraded	3	7	94	.....	94
Binet	7	34	322	180	502
Deaf	1	13	55	33	88
Blind (classes)	2	3	17	6	23
Open Window (classes)	15	15	166	200	366
Tubercular	1	2	26	31	57
S p e e c h Correction (centers)	8	4	‡	‡	‡
Crippled (classes)	3	6	94	76	170
Superintendents		1			
Assistant Superintendents....		5			
Supervisors		25			
Vocational Guidance		1			
Totals		2,257	43,680	41,728	85,408

* Includes 1 part time class enrolling 15 men.

† Includes Dean of Girls.

‡ Pupils enrolled in regular classes are sent to speech correction centers for special instruction.

§ Does not include those admitted from grammar school during year.

Evening Schools

High	6	168	2,866	3,363	6,229
Elementary	11	144	3,884	1,952	5,836
Vocational	2	54	1,256	743	1,999
Gymnasiums	2	4	315	126	441
Deaf	1	4	16	27	43
Americanization Classes	3	4	18	118	136
Supervisors		5			
Totals		383	8,355	6,329	14,684

<i>Summer Schools 1922</i>	No. of schools (or classes)	No. of teachers emp'd	Enrollment		
			Boys	Girls	Total
High (senior)	1	54	956	521	1,477
Junior High	1	9	82	99	181
Elementary	23	459	7,307	7,186	14,493
Supervisors		3			
Totals		525	8,345	7,806	16,151

All Year Schools (sum. ses.)

High	1	85	.....	.....	1,741
Junior High	1	21	.....	.....	765
Elementary	8	309	.....	.....	10,390
Vocational	2	15	.....	.....	296
Special	3	5	.....	.....	136
Totals		435	(not separated)		13,328

Playgrounds

			Average daily attendance		
			Boys	Girls	Total
Summer (Day) — July 10- Aug. 25, 1922.....	14	†47	3,327	3,154	6,481
After School (Day)—Oct. 3-Nov. 30, 1921.....	6	12	908	892	1,800
After School (Day)—Aug. 29, 1921-Aug. 25, 1922	1	2	255	140	395
After School (Evening)— Aug. 29, 1921-Aug. 25, 1922	1	2	328	163	491
All Year (Day)—Aug. 29, 1921-July 8, 1922.....	3	8	469	375	844
All Year (Day)—July 10, Aug. 26, 1922.....	3	8	542	410	952
All Year (Evening)—Aug. 29, 1921-July 8, 1922....	2	2	256	140	396
All Year (Evening)—July 10-Aug. 26, 1922.....	2	2	338	201	539
Totals			6,423	5,475	11,898

† Includes 1 supervisor.

Social and Recreational Centers—

Social	5				*864
Recreational	3				*613
Total.....					1,477

* Average attendance per night for year.

ENROLLMENT, ATTENDANCE, ETC.

ALL DAY SCHOOLS—1920-21

Total enrollment.....	83,450
Average enrollment.....	67,546
Average attendance.....	61,539
Per cent. of attendance.....	91.0
Number of days schools were actually in session	196
Total number of days present—	
Boys	6,393,900
Girls	6,136,572
All pupils	*12,530,472
Total number of days absent—	
Boys	613,662.5
Girls	623,503.5
All pupils	*1,237,166
Average number of days present—all pupils	150.1
Average number of days absent—all pupils	14.8
Number of pupils who have neither been absent nor tardy during the year.....	1,598
Number of sessions truant.....	21,430.5
Total number of cases of tardiness.....	93,770
Total attendance allowed by State—	
Day schools	†12,589,949
Evening schools	192,244.5
Summer schools	197,585
Quarantine	47,630
Allowance	3,264
Total allowance	13,030,672.5

* Includes days present and days absent in all year schools for July and August.

† Includes 68,469 days for Continuation Schools.

ENROLLMENT, ATTENDANCE, ETC.

ALL DAY SCHOOLS—1921-22

Total enrollment	85,408
Average enrollment	70,355
Average attendance	64,009
Per cent. of attendance.....	91.0
Number of days schools were actually in session	194

Total number of days present—

Boys	6,622,299.5
Girls	6,300,795

All pupils *12,923,094.5

Total number of days absent—

Boys	643,576
Girls	639,958

All pupils *1,283,534

Average number of days present—all
pupils 151.3

Average number of days absent—all
pupils 15

Number of pupils who have neither been
absent nor tardy during the year..... 1,351

Number of sessions truant..... 21,954

Total number of cases of tardiness..... 93,565

Total attendance allowed by State—

Day schools	†12,988,292
Evening schools	238,945
Summer schools	230,290
Quarantine	45,305
Allowance	4,774

Total allowance 13,507,606

*Includes days present and days absent in all year schools for
July and August.

† Includes 61,752 days for Continuation Schools.

Comparison of Population with School Enrollment

Year	Census	Population	School enrollment	Per cent.
1905	State	283,289	46,960	16.5
1910	U. S.	347,469	57,742	16.6
1915	State	366,728	69,994	19.0
1916	Estimated	380,000	72,173	19.0
1917	Estimated	400,000	73,110	18.3
1918	Estimated	425,000	75,222	17.7
1919	Estimated	425,000	75,461	17.8
1920	U. S.	414,524	76,149	18.3
1921	Estimated	421,465	83,450	19.8
1922	Estimated	431,353	85,408	19.8

Total Enrollment, Average Enrollment, and Average Attendance for the Past Five Years

Year	Total enrollment	Average enrollment	Average attendance
1918.....	75,222	64,224	57,211
1919.....	75,461	65,112	58,043
1920.....	76,149	65,657	58,887
1921.....	83,450	67,546	61,539
1922.....	85,408	70,335	64,009

Annual Increase in Enrollment and in Attendance for the Past Five Years

Year	Total enrollment	Average enrollment	Average attendance
1918.....	2,112	1,274	445
1919.....	239	888	832
1920.....	688	545	844
1921.....	7,301	1,889	2,652
1922.....	1,958	2,789	2,470

Enrollment by Grades Compared with 1919-1920

Year	†Junior college	†High schools	Junior high schools	Grammar	Primary	Kinder-garten	Special
1921.....	121	6,388	1,617	22,777	35,680	10,549	*6,318
1920.....	155	5,372	1,590	21,875	35,129	10,588	1,440

Increase	10.16	27	902	551			4,878
Decrease	34					39	

†Does not include pupils admitted from high schools during year.

†Does not include pupils admitted from grammar school during year.

* Of these 4,641 were enrolled in Boys and Girls Continuation Schools and 19 in Weston Electrical Instrument Co. class.

Enrollment by Grades Compared with 1920-1921

Year	†Junior college	†High schools	Junior high schools	Grammar	Primary	Kinder-garten	Special
1922.....	144	6,915	2,346	23,313	36,152	10,472	*6,066
1921.....	121	6,388	1,617	22,777	35,680	10,549	6,318

Increase	23	527	729	536	472		
Decrease						77	252

† Does not include pupils admitted from high schools during year.

† Does not include pupils admitted from grammar schools during year.

* Of these 4,216 were enrolled in Boys and Girls Continuation Schools, and 15 in the continuation class at the Weston Electrical Instrument Co. class.

Age, Sex and Number of Pupils Enrolled
1920-1921

AGE	Boys	Girls	Total	Per Cent. of Total Enrollm't.
4 to 5.....	1,948	1,870	3,818	4.58
5 " 6.....	3,665	3,459	7,124	8.54
6 " 7.....	4,080	3,832	7,912	9.48
7 " 8.....	3,928	3,793	7,721	9.25
8 " 9.....	3,687	3,793	7,480	8.96
9 " 10.....	3,522	3,666	7,188	8.61
10 " 11.....	3,684	3,564	7,248	8.69
11 " 12.....	3,413	3,320	6,733	8.07
12 " 13.....	3,531	3,518	7,049	8.45
13 " 14.....	3,311	3,293	6,604	7.91
14 " 15.....	3,672	4,624	8,296	9.94
15 " 16.....	2,456	1,246	3,702	4.43
16 " 17.....	740	600	1,340	1.61
17 " 18.....	388	314	702	.84
18 " 19.....	163	142	305	.37
19 " 20.....	88	40	128	.15
Over 20.....	83	17	100	.12
Totals.....	42,359	41,091	83,450	100.

Age, Sex and Number of Pupils Enrolled
1921-1922

AGE	Boys	Girls	Total	Per Cent. of Total Enrollm't.
4 to 5.....	1,229	1,223	2,452	2.86
5 " 6.....	2,959	2,831	5,790	6.78
6 " 7.....	4,001	3,768	7,769	9.1
7 " 8.....	3,854	3,781	7,635	8.93
8 " 9.....	3,896	3,824	7,720	9.03
9 " 10.....	3,800	3,685	7,485	8.77
10 " 11.....	3,618	3,644	7,262	8.5
11 " 12.....	3,727	3,684	7,411	8.68
12 " 13.....	3,584	3,464	7,048	8.26
13 " 14.....	3,592	3,585	7,177	8.4
14 " 15.....	4,254	3,950	8,204	9.6
15 " 16.....	3,083	2,916	5,999	7.02
16 " 17.....	1,062	812	1,874	2.2
17 " 18.....	555	335	890	1.05
18 " 19.....	249	143	392	.46
19 " 20.....	115	54	169	.2
Over 20.....	102	29	131	.16
Totals.....	43,680	41,728	85,408	100.

Distribution of Pupils by Grades for Last Five Years

(Based on average monthly enrollment for 1918 and 1919 and on total enrollment for 1920, 1921, and 1922)

GRADE	1918	1919	1920	1921	1922
Junior College.....		61	155	121	144
Senior High.....	4,781	4,731	5,372	6,388	6,915
Junior High (9th grade).....	383	364	394	301	967
Eighth.....	3,603	3,566	3,856	4,307	4,699
Seventh.....	4,455	4,687	5,287	5,424	5,799
Sixth.....	5,759	5,919	6,373	6,742	6,536
Fifth.....	7,010	7,183	7,555	7,620	7,658
Fourth.....	7,217	6,919	7,465	7,611	8,002
Third.....	7,231	7,194	7,804	7,911	8,093
Second.....	7,600	7,771	8,855	8,998	8,787
First.....	8,770	9,050	11,005	11,160	11,270
Kindergarten.....	6,764	6,786	10,588	10,549	10,472
Ungraded.....	98	169	100	103	94
Vocational.....	282	237	365	476	535
Binet.....	375	379	411	483	502
Deaf.....	80	88	89	90	88
Blind.....	18	21	26	21	23
Open Window & Tubercular.....	369	391	353	379	423
Crippled.....	23	21	73	106	170
Co-operative.....	37				
Continuation.....	26	20	23	4,660	4,231
Total.....	64,881	65,557	76,149	83,450	85,408

*Percentage of Enrollment by Grades for Last
Five Years*

GRADE	Per Cent. Based on Total Average Monthly Enrollment		Per Cent. Based on Total Enrollment		
	1918	1919	1920	1921	1922
Junior College.....		.09	.20	.14	.17
Senior High.....	7.37	7.21	7.06	7.66	8.10
Junior High (9th grade).....	.59	.56	.51	.36	1.13
Eighth.....	5.55	5.44	5.06	5.16	5.50
Seventh.....	6.87	7.26	6.95	6.50	6.79
Sixth.....	8.88	9.13	8.37	8.08	7.65
Fifth.....	10.81	10.96	9.92	9.13	8.96
Fourth.....	11.11	10.17	9.80	9.12	9.36
Third.....	11.15	10.99	10.25	9.48	9.48
Second.....	11.71	11.86	11.63	10.79	10.29
First.....	13.52	13.81	14.45	13.37	13.20
Kindergarten.....	10.43	10.46	13.91	12.64	12.26
Ungraded.....	.14	.27	.13	.12	.11
Vocational.....	.43	.37	.48	.57	.63
Binet.....	.58	.58	.54	.58	.59
Deaf.....	.12	.12	.12	.11	.10
Blind.....	.03	.04	.03	.03	.03
Open Window & Tubercular.....	.57	.60	.46	.46	.50
Crippled.....	.04	.04	.10	.12	.20
Co-operative.....	.06				
Continuation.....	.04	.04	.03	.558	4.95
Total.....	100.	100.	100.	100.	100.

ELEMENTARY SCHOOLS

*Average Number of Pupils Per Class and Kindergarten
Statistics 1920-1921*

SCHOOL.	Grammar and Primary				Kindergarten			
	No. of Classes	Average Enrollment	Average Attendance	Pupils Per Class	No. of Teachers	Enrollment	Average Enrollment	Average Attendance
Abington Avenue.....	33	1,234	1,136	37	4	341	179	159
Alexander Street.....	18	663	624	36	2	120	76	64
Avon Avenue.....	33	1,395	1,278	42	3	256	150	129
Belmont Avenue.....	38	1,428	1,298	37	3	307	157	131
Bergen Street.....	37	1,497	1,382	40	3	199	118	93
Berkeley.....	23	938	850	40	2	156	99	76
Bruce Street.....	4	157	142	39	2	134	88	75
Burnet.....	31	1,268	1,126	40	2	197	63	46
Camden Street.....	23	972	904	32	4	288	181	156
Carteret.....	31	1,225	1,137	39	4	264	177	162
Central Avenue.....	36	1,494	1,372	41	2	138	94	81
Charlton Street.....	32	1,181	1,086	36	4	298	177	147
Chestnut Street.....	20	779	704	38	2	150	78	58
Cleveland (Kind.-6th).....	30	1,061	981	35	3	156	150	125
Dayton.....	2	71	63	35				
Eliot.....	23	945	857	41	2	191	120	94
Elizabeth Avenue.....	7	219	196	31	1	108	55	47
Fourteenth Avenue.....	26	1,065	982	40	3	242	162	125
Franklin.....	44	1,713	1,622	38	4	297	214	192
Garfield.....	28	1,096	1,001	39	2	210	118	94
Hamilton.....	36	1,399	1,265	38	2	144	85	63
Hawkins Street.....	15	639	588	42	2	167	91	77
Hawthorne.....	29	1,056	957	36	2	155	89	70
John Catlin.....	43	1,716	1,556	39	3	252	151	127
Joseph E. Haynes.....	36	1,412	1,300	39	4	282	162	134
Lafayette.....	49	1,831	1,598	37	4	381	173	141
Lawrence Street.....	5	178	166	35	2	73	39	35
Lincoln.....	13	483	441	37	1	78	42	32
Madison (Kind.-6th).....	25	955	946	38	2	154	94	71
McKinley.....	56	2,051	1,937	36	7	551	272	239
Milford.....	30	1,118	1,027	37	3	189	124	102
Monmouth Street.....	23	887	815	38	3	178	113	94
Monteith.....	35	1,285	1,150	36	4	380	179	163
Montgomery.....	20	834	749	41	3	190	64	47
Moses Bigelow.....	38	1,540	1,429	41	3	282	173	137
Newton.....	39	1,474	1,342	37	5	449	227	196
Ridge.....	15	629	573	42	1	96	53	38
Robert Treat (Kind.-6th).....	43	1,717	1,567	40	4	276	185	156
Roseville Avenue.....	9	344	309	38	1	97	55	40
South Street.....	21	895	807	43	3	254	151	127
South Eighth Street.....	31	1,207	1,121	39	2	159	88	72
South Market Street.....	14	531	496	38	2	119	78	69
South Tenth Street.....	21	827	775	39	2	136	86	69
Speedway Avenue.....	7	307	284	44	2	109	33	27
Summer Avenue.....	19	813	726	43	1	89	50	39
Summer Place.....	7	314	283	45	1	84	47	35
Sussex Avenue.....	20	871	783	33	2	108	76	55
Walnut Street.....	6	199	185	33	2	133	77	66
Warren Street.....	18	811	766	45	3	245	84	75
Washington Street.....	18	670	620	37	2	132	68	58
Waverly Avenue.....	14	518	475	37	2	76	86	70
Webster.....	28	1,083	1,029	38	3	288	153	138
West Side.....	34	1,265	1,174	37	3	191	120	94
All schools.....	1,336	52,260	47,980	39	138	10,549	6,024	5,010

*Average Number of Pupils Per Class and Kindergarten
Statistics—1921-1922*

SCHOOL	Grammar and Primary				Kindergarten			
	No. of Classes	Average Enrollment	Average Attendance	Pupils Per Class	No. of Teachers	Enrollment	Average Enrollment	Average Attendance
Elementary								
Abington Avenue.....	35	1,344	1,233	38	4	348	184	167
Alexander Street.....	23	870	815	38	2	312	75	60
Avon Avenue.....	33	1,401	1,282	42	3	211	126	101
Belmont Avenue.....	40	1,534	1,389	38	3	288	132	110
Bergen Street.....	36	1,415	1,307	39	3	205	115	90
Berkeley.....	27	1,128	1,045	42	2	177	120	93
Bruce Street.....	7	227	205	32	2	138	92	78
Burnet.....	31	1,252	1,119	40	3	207	130	99
Camden Street.....	22	929	865	42	4	294	188	164
Carteret.....	33	1,287	1,216	39	4	270	187	168
Central Avenue.....	36	1,500	1,384	42	2	128	87	74
Charlton Street.....	32	1,222	1,131	38	4	292	166	140
Chestnut Street.....	20	729	659	36	2	124	63	50
Cleveland (Kind.-6th).....	26	1,029	944	40	3	257	119	90
Dayton.....	2	66	60	33				
Eliot.....	24	964	880	40	2	158	100	79
Elizabeth Avenue.....	5	206	184	41	1	91	48	41
Fourteenth Avenue.....	24	1,026	952	43	3	210	152	115
Franklin.....	44	1,823	1,720	41	5	347	247	224
Garfield.....	30	1,145	1,054	38	3	218	149	125
Grace M. Duffy (Newton).....	39	1,518	1,380	39	5	422	229	199
Hamilton.....	37	1,416	1,278	38	2	156	98	74
Hawkins Street.....	16	715	656	45	2	141	79	68
Hawthorne.....	31	1,151	1,052	37	2	154	91	69
John Catlin.....	45	1,834	1,666	41	3	271	168	138
Joseph E. Haynes.....	36	1,458	1,335	41	4	269	167	132
Lawrence Street.....	4	142	131	36	1	57	33	30
Lafayette.....	51	1,919	1,676	38	4	366	170	139
Lincoln.....	11	397	366	36	1	75	44	38
Madison (Kind.-6th).....	24	939	831	39	2	170	108	74
McKinley.....	56	2,078	1,955	37	7	555	292	259
Milford.....	31	1,232	1,124	40	3	171	108	87
Monmouth Street.....	23	874	800	38	3	153	93	76
Montieth.....	34	1,405	1,257	41	4	380	181	163
Montgomery.....	20	758	693	38	3	172	104	77
Moses Bigelow.....	38	1,469	1,360	39	3	227	149	113
Ridge.....	15	605	560	40	1	102	62	49
Robert Treat (Kind.-6th).....	38	1,664	1,524	44	4	273	177	147
Roseville Avenue.....	9	326	298	36	1	94	58	42
South Street.....	22	898	809	41	3	229	149	127
South Eighth Street.....	31	1,157	1,075	37	2	138	78	62
South Market Street.....	16	602	561	38	2	133	83	71
South Tenth Street.....	21	833	775	40	2	140	93	75
Speedway Avenue.....	7	347	324	50	2	137	39	34
Summer Avenue.....	19	800	708	42	1	102	53	40
Summer Place.....	7	307	271	44	1	76	42	33
Sussex Avenue.....	20	877	800	44	2	122	80	60
Walnut Street.....	6	206	188	34	2	140	82	67
Warren Street.....	18	746	707	41	3	249	158	142
Washington Street.....	18	667	615	37	1	95	54	47
Waverly Avenue.....	16	617	568	39	2	141	89	72
Webster.....	32	1,175	1,116	37	3	291	142	129
West Side.....	35	1,390	1,280	40	3	196	119	91
All Schools.....	1,356	53,619	49,183	39	139	10,472	6,152	5,092

*Statistics of Enrollment of Grammar School Pupils
for the Last Ten Years*

Year	Grammar school enrollment	Enrollment seventh grade	Enrollment eighth grade	Increase seventh grade	Increase eighth grade
1913.....	18,261	3,517	2,649	301	130
1914.....	19,282	3,723	2,861	206	212
1915.....	20,869	3,994	3,349	271	488
1916.....	21,725	4,378	3,292	384	*57
1917.....	22,122	4,503	3,478	125	186
1918.....	21,458	4,342	3,599	*161	121
1919.....	23,404	4,809	3,561	467	*38
1920.....	23,071	5,287	3,856	478	295
1921.....	24,093	5,424	4,307	137	451
1922.....	24,692	5,799	4,699	375	392

* Decrease.

**Enrollment, Attendance, Etc., for the Months of July and August, 1921*

ALL YEAR SCHOOLS—SUMMER SESSIONS

	High School		Junior High School		Elementary and Special Schools				Grand Total
	Men	Women	Men	Women	Grammar	Primary	Kindergarten	Total	
Number of schools.....	1							†11	13
Total enrollment.....	1,481		619		3,796	5,651	1,085	10,532	12,632
Average enrollment.....	1,391		588		3,585	5,187	982	9,754	11,733
Average attendance.....	1,278		550		3,320	4,746	865	8,931	10,759
Per cent. of attendance.....					92.7	91.1	87.1	91.3	91.6
Number who left during term.....	353		46		341	650	104	1,095	1,494
†Number of pupils promoted.....	954		485		2,582	3,589	234	6,405	7,844
Number of pupils not promoted.....	180		88		594	1,239	747	2,580	2,848
Number of cases of tardiness.....	677		24		678	1,235	48	1,961	2,662
Number of cases of illness of pupils attributable to school.....					2	11		13	13
Number of days illness of teachers.....	48		8.5		88.5	99.5	44	232	288½
Number of cases of quarantine, teachers and pupils.....	3				7	15	2	24	27
Number of classes.....	54		19		109	129	17	255	328
					Men	Women		Total	Grand Total
Number of teachers employed, including principals and clerk.....									
Number of graduates.....					49½	283		332½	432½
					127	124		251	380

* Similar figures for the regular school year may be found on pages 330-331.

† No promotion in the Boys' Vocational and Elizabeth Avenue Open Air schools in August.

‡ Includes three special schools.

**Enrollment, Attendance, Etc., for the Months of July and August, 1922*

	High School		Junior High School		Elementary and Special Schools				Grand Total
	Men	Women	Men	Women	Grammar	Primary	Kindergarten	Total	
Number of schools.....	1		1					12	14
Total enrollment.....	1,741		765		3,986	5,688	1,148	10,822	13,328
Average enrollment.....	1,631		730		3,711	5,229	1,052	9,992	12,353
Average attendance.....	1,497		689		3,453	4,817	924	9,194	11,380
Per cent. of attendance.....	91.		94.3					91.9	92.
Number who left during term.....			52		363	587	92	1,042	1,250
†Number of pupils promoted.....	1,376		604		2,624	3,896	254	6,774	8,754
Number of pupils not promoted.....	209		109		663	1,064	801	2,528	2,846
Number of cases of tardiness.....	705		28		609	1,445	2	2,056	2,789
Number of cases of illness of pupils attributable to school.....					2	3		5	5
Number of days illness of teachers.....	23		3		115	101	10	226	252
Number of cases of quarantine, teachers and pupils.....					18	24	3	45	45
Number of classes.....	62		21		103	135	16	254	337
Number of teachers employed, including principals and Clerk.....	Men	Women	Men	Women	Men		Women		Grand Total
	60	25	9	12	52		277	329	
Number of graduates.....	48	49	66	54	150		127	277	494

* Similar figures for the regular school year may be found on pages 335-336.

† No promotion in the Boy's Vocational and Elizabeth Avenue Open Air schools in August.

‡ Includes four special schools.

HIGH SCHOOLS

Statistics of Enrollment and Attendance of High School Pupils for the Last Ten Years

Year	*Total enrollment	Increase	Average enrollment	Increase	Average attendance	Increase
1913.....	3,910	641	3,053	539	2,832	474
1914.....	4,579	669	3,473	420	3,245	413
1915.....	5,441	862	4,291	818	4,035	790
1916.....	6,461	1,020	4,963	672	4,638	603
1917.....	6,551	90	5,129	166	4,790	152
1918.....	6,424	127	5,167	48	4,791	1
1919.....	6,775	351	5,103	†64	4,716	†75
1920.....	7,115	340	5,401	298	5,006	290
1921.....	8,252	1,137	5,942	541	5,520	514
1922.....	9,751	1,499	7,211	1,269	6,658	1,138

* Includes pupils admitted from grammar schools during year and the 9th year pupils in junior high schools beginning with 1918.

† Decrease.

Per Cent. of Increase in High School Enrollment

	Enrollment	Per cent of increase
1913.....	3,910	19.6
1914.....	4,579	17.1
1915.....	5,441	18.8
1916.....	6,461	18.7
1917.....	6,551	1.4
1918.....	6,424	1.9
1919.....	6,775	5.2
1920.....	7,115	5.
1921.....	8,252	15.9
1922.....	9,751	18.2

Distribution by Grades, Including Ninth Grade of Junior High Schools, 1920-1921

Grade	Boys	Girls	†Total	Increase over 1920	Per cent of total enrollment
First year.....	2,185	1,984	*4,169	578	50.5
Second year.....	1,025	904	1,929	195	23.4
Third year.....	670	487	1,157	77	14.0
Fourth year.....	497	500	997	287	12.1
Total	4,377	3,875	8,252	1,137	100.

* Of these 351 boys, 409 girls were enrolled in the three junior high schools.

† Includes pupils admitted from grammar schools during year and 9th year pupils in junior high schools.

*Distribution by Grades, Including Ninth Grade of
Junior High Schools, 1921-1922*

Grade	Boys	Girls	†Total	Increase over 1921	Per cent of total enrollment
First year.....	2,679	2,334	*5,013	844	51.4
Second year.....	1,216	1,093	2,309	380	23.7
Third year.....	719	645	1,364	207	14.
Fourth year.....	570	495	1,065	68	10.9
Total	5,184	4,567	9,751	1,499	100.

† Includes pupils admitted from grammar schools during year and 9th year pupils in Junior High Schools.

* Of these 822 boys, 799 girls were enrolled in the three Junior High Schools.

*Junior High Schools—Distribution by Grades,
1920-1921 Compared with 1919-1920*

	7th Grade		8th Grade		*9th Grade		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1920-21.....	369	371	268	308	142	159	779	838
1919-20.....	351	300	251	294	183	211	785	805
Increase	18	71	17	14				33
Decrease					41	52	6	

* Does not include pupils admitted during year from grammar school.

*Distribution by Grades, Junior High Schools,
1921-1922 Compared with 1920-1921*

Year	7th Grade		8th Grade		*9th Grade		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1921-22.....	369	319	309	382	476	491	1,154	1,192
1920-21.....	369	371	268	308	142	159	779	838
Increase			41	74	334	332	375	354
Decrease		52						

* Does not include pupils admitted during year from grammar school.

JUNIOR COLLEGE

Statistics of Enrollment and Attendance

Year	*Total enrollment	Average enrollment	Average attendance
1919.....	77	63	59
1920.....	155	109	105
1921.....	153	108	104
1922.....	180	121	117

*Includes pupils admitted from high school during year.

Distribution by Grades, 1920-1921

	Men	Women	Total
Freshman	79	32	111
Sophomore	33	9	42
Total	112	41	153

Distribution by Grades, 1921-1922

	Men	Women	Total
Freshman	95	36	131
Sophomore	30	19	49
Total	125	55	180

SPEECH IMPROVEMENT CLASSES

Enrollment in the Several Centers—1920-1921

CENTER	No. from home school	No. from other schools	No. from other sources	Total No. on roll dur. year
Belmont Avenue.....	89	16	0	105
Hamilton.....	139	0	0	139
Lafayette.....	108	5	0	113
Moses Bigelow.....	91	4	0	95
Ridge.....	96	0	0	96
Robert Treat.....	63	28	2	93
Total.....	586	53	2	641

Enrollment in the Several Centers—1921-1922

CENTER	No. from home school	No. from other schools	No. from other sources	Total No. on roll dur. year
Belmont Avenue.....	97	20	0	117
Franklin.....	85	7	0	92
Hamilton.....	158	6	0	164
Lafayette.....	97	6	0	103
Moses Bigelow.....	97	8	0	105
Ridge.....	67	4	0	71
Robert Treat.....	69	26	2	97
South Eighth Street	64	5	0	69
Total.....	734	82	2	818

*Number of Schools Represented and Disposition of
Cases—1920-1921*

CENTER	No. of Schools represented	No. of Pupils left for Various Causes	No. of Pupils remaining for correction	No. Corrected of those remaining for correction	Pathological Cases Improved	Psychological Cases Improved	No. still on Roll of those remaining for Correction
Belmont Avenue.....	10	8	97	44	1	1	53
Hamilton.....	1	12	127	68	1	0	59
Lafayette.....	4	10	103	54	4	1	48
Moses Bigelow.....	4	10	85	50	5	2	35
Ridge.....	1	6	90	69	3	0	21
Robert Treat.....	18	24	69	41	4	7	28
Total.....	36	70	571	326	18	11	244

*Number of Schools Represented and Disposition of
Cases—1921-1922*

CENTER	No. of Schools represented	No. of Pupils left for Various Causes	No. of Pupils remaining for correction	No. Corrected of those remaining for correction	Pathological Cases Improved	Psychological Cases Improved	No. still on Roll of those remaining for Correction
Belmont Avenue.....	11	19	98	63	9	5	35
Franklin.....	7	12	80	39	1	1	41
Hamilton.....	3	19	145	111	10	1	34
Lafayette.....	5	20	83	55	0	0	28
Moses Bigelow.....	5	28	77	47	1	2	30
Ridge.....	3	9	62	46	2	0	16
Robert Treat.....	17	18	79	62	1	5	17
South Eighth St.....	5	9	60	25	0	2	35
Total.....	56	134	684	448	24	16	236

PROMOTIONS AND NON-PROMOTIONS IN ELEMENTARY SCHOOLS

TRADITIONAL SCHOOLS

Promotions of Pupils in Elementary Schools (not including all-year schools) by Grades, for Term Ending January 31, 1921

GRADE	On Roll Last Day of Term	Number of These (1) Promoted During Term	Number of These (1) Promoted Last Day of Term	Number of These (1) Not Promoted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Promoted	Per Cent. of Promotions on Half Year Units of Course of Study Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
8A.....	1,360	20	1,260	100	20	2	8	92.1	93.5	4
8B.....	1,658	94	1,401	191	28	7	13	87.7	89.4	2
7A.....	1,639	82	1,372	226	41	4	10	85.3	88.1	23
7B.....	2,137	68	1,760	332	23	8	28	83.2	84.2	22
6A.....	2,148	134	1,774	280	40	12	10	86.5	88.4	18
6B.....	2,589	151	2,119	361	42	22	32	84.9	86.6	37
5A.....	2,538	146	2,069	381	58	13	11	84.6	86.9	23
5B.....	2,841	147	2,321	434	61	12	5	84.6	86.8	29
4A.....	2,417	48	2,070	344	45	9	12	85.3	87.2	17
4B.....	2,922	152	2,356	467	53	20	17	83.5	85.3	41
3A.....	2,613	231	2,141	366	125	15	26	85.1	89.8	48
3B.....	2,917	113	2,517	351	64	30	12	87.7	89.9	17
2A.....	2,766	190	2,215	409	48	39	30	84.3	86.1	34
2B.....	3,238	102	2,624	548	36	32	17	82.7	83.8	63
1A.....	2,788	188	2,255	414	69	32	13	84.8	87.3	61
1B.....	4,383	9	3,242	1,140	8	55	6	74.2	74.4	163
Total	40,954	1,875	33,496	6,344	761	312	250	84.0	85.9	602
*Kinderg'n.	5,372	.....	2,067	3,305	.....	.....	2	38.4	38.4	222

*Kindergarten course two years; hence, promotion percentages, to be equalized, should be doubled, that is, 76.8 and 76.8.

Promotions of Pupils in Elementary Schools (not including all-year schools) by Grades, for Term Ending June 30, 1921

GRADE	On Roll Last Day of Term	Number of These (1), Promoted During Term	Number of These (1) Promoted Last Day of Term	Number of These (1) Not Promoted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Promoted	Per Cent. of Promotions on Half Year Units of Course of Study Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
8A.....	1,515	23	1,423	92	23	3	2	93.8	95.3	2
8B.....	1,616	93	1,350	196	23	18	6	87.6	89.	5
7A.....	1,890	55	1,620	224	17	16	4	88.0	88.9	26
7B.....	2,075	138	1,756	273	92	9	6	86.6	91.0	29
6A.....	2,390	136	2,036	280	62	24	9	88.	90.5	36
6B.....	2,425	105	2,043	307	30	22	10	87.0	88.2	33
5A.....	2,686	93	2,266	350	23	17	6	86.8	87.6	20
5B.....	2,459	73	2,076	345	35	39	7	85.9	87.3	34
4A.....	2,829	202	2,463	287	123	35	10	89.6	93.9	13
4B.....	2,576	127	2,196	309	56	44	22	87.4	99.1	37
3A.....	2,860	123	2,480	299	42	47	12	89.3	90.7	22
3B.....	2,558	206	2,215	276	139	39	8	89.0	94.4	18
2A.....	3,109	212	2,655	329	87	57	15	90.5	93.3	32
2B.....	2,821	211	2,258	430	78	32	14	84.4	87.1	56
1A.....	3,534	191	2,911	506	74	55	11	85.5	87.6	94
1B.....	3,247	7	2,549	698	7	37	6	79.3	79.5	149
Total	40,590	1,995	34,305	5,201	911	494	148	86.9	89.1	606
*Kinderg'n.	4,486	.....	2,293	2,193	.....	12	.....	51.2	51.2	341

*Kindergarten course two years; hence, promotion percentages, to be equalized, should be doubled, that is, 102.4 and 102.4

Promotions of Pupils in Elementary Schools (not including all-year schools) by Grades, for Term Ending January 31, 1921

GRADE	On Roll Last Day of Term	Number of These (1) Promoted During Term	Number of These (1) Promoted Last Day of Term	Number of These (1) Not Promoted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Promoted	Per Cent. of Promotions on Half Year Units of Course of Study Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
8A.....	1,456	26	1,344	112	26	2	7	91.8	93.6	-----
8B.....	1,870	53	1,594	244	21	17	8	86.6	87.8	4
7A.....	1,852	49	1,568	245	10	10	3	86.7	87.3	15
7B.....	2,254	120	1,863	346	75	6	11	84.2	87.5	19
6A.....	2,191	114	1,789	328	40	21	9	84.8	86.6	24
6B.....	2,531	93	2,059	408	29	10	5	83.7	84.9	16
5A.....	2,446	106	2,047	333	40	19	7	86.2	87.8	24
5B.....	3,013	171	2,487	397	42	32	17	86.4	87.8	15
4A.....	2,553	193	2,156	276	72	17	11	88.8	91.6	14
4B.....	3,128	197	2,514	461	44	29	15	84.9	86.3	13
3A.....	2,557	155	2,129	305	32	21	7	87.9	89.1	34
3B.....	2,870	130	2,428	369	57	37	10	87.	88.9	29
2A.....	2,781	205	2,290	382	96	30	18	85.8	89.2	17
2B.....	3,381	204	2,667	566	56	44	14	83.1	84.7	50
1A.....	3,009	160	2,317	574	42	33	16	80.6	82.	71
1B.....	4,131	17	3,206	925	17	39	10	77.6	78.	92
Total	42,023	1,993	34,458	6,271	699	367	168	84.8	86.5	437
*Kinderg'n.	5,365	-----	2,177	3,188	-----	2	-----	40.6	40.6	129

*Kindergarten course two years; hence, promotion percentages, to be equalized, should be doubled, that is, 81.2 and 81.2

*Promotion of Pupils in Elementary Schools (not
including all-year schools) by Grades for
Term Ending June 30, 1922*

GRADE	On Roll Last Day of Term	Number of These (1) Promoted During Term	Number of These (1) Promoted Last Day of Term	Number of These (1) Not Pro- moted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Pro- moted	Per Cent. of Promotions on Half Year Units of Course of Study Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
8A.....	1,687	11	1,602	85	11	1	4	94.7	95.3	5
8B.....	1,756	55	1,546	204	49	18	3	88.3	91.1	11
7A.....	2,004	53	1,725	278	52	31	10	85.8	88.4	19
7B.....	2,103	93	1,718	351	59	13	10	82.9	85.7	30
6A.....	2,325	88	2,016	306	85	22	5	86.7	90.4	34
6B.....	2,407	117	1,982	353	45	24	6	84.8	86.7	31
5A.....	2,797	133	2,436	288	60	28	5	89.6	91.8	44
5B.....	2,614	157	2,182	319	44	32	6	87.7	89.3	32
4A.....	2,934	158	2,553	261	38	32	12	90.8	92.1	7
4B.....	2,597	66	2,271	286	26	31	11	88.7	89.7	16
3A.....	2,803	122	2,459	268	46	33	5	90.4	91.9	32
3B.....	2,771	197	2,403	287	116	54	7	89.6	93.7	25
2A.....	3,058	185	2,622	344	93	56	9	88.7	91.7	27
2B.....	2,954	158	2,475	370	49	60	9	87.4	89.1	47
1A.....	3,735	163	3,139	479	46	47	9	87.1	88.3	119
1B.....	3,016	6	2,394	622	6	38	3	79.5	79.7	104
Total	41,561	1,762	35,523	5,101	825	520	114	87.6	89.6	583
*Kinderg'n.	4,363	.....	2,106	2,257	.....	.....	.....	48.3	48.3	283

*Kindergarten course two years; hence, promotion percentages, to be equalized, should be doubled, that is, 96.6 and 96.6.

*Promotion of Pupils in Elementary Schools (not including
* all-year schools) by Schools, for Term
Ending January 31, 1921*

SCHOOL	On Roll Last Day of Term	Number of These (1) Promoted During Term	Number of These (1) Promoted Last Day of Term	Number of These (1) Not Promoted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Promoted	Per Cent. of Promotions on Half Year Units of Course of Study Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
Alexander St.....	735	11	593	142	11	7	3	80.4	81.9	4
Avon Ave.....	1,568	17	1,341	227	17	1	2	87.5	86.4	2
Bergen St.....	1,645	9	1,401	243	8	5	.....	85.2	85.7	21
Berkeley.....	1,036	6	942	94	6	2	.....	90.9	91.5	.....
Bruce St.....	258	.....	152	106	.....	1	.....	59.	59.	.....
Burnet.....	1,349	34	1,002	344	31	26	32	72.6	74.9	24
Camden St.....	1,152	6	808	342	4	.....	7	69.7	70.0	20
Carteret.....	1,388	128	922	345	7	3	2	75.1	75.6	87
Central Ave.....	1,590	13	1,167	423	13	5	14	72.5	73.8	86
Charlton St.....	1,378	320	952	196	90	5	10	85.1	91.6	4
Chestnut St.....	864	16	637	227	16	17	8	73.3	75.1	32
Dayton.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eliot.....	1,094	24	841	253	24	9	4	76.7	78.8	14
Elizabeth Ave.....	282	1	219	62	.....	3	3	77.2	77.2	8
Fourteenth Ave.....	1,227	6	994	223	.....	1	2	80.8	81.3	7
Franklin.....	1,940	9	1,428	512	9	6	7	73.3	73.7	29
Garfield.....	1,239	45	946	293	45	.....	25	74.3	77.9	42
Hamilton.....	1,492	120	1,033	364	25	13	17	74.6	76.3	27
Hawkins St.....	734	12	592	142	12	5	2	80.5	82.1	9
Hawthorne.....	1,151	8	1,035	115	8	.....	2	89.8	90.5	11
John Catlin.....	1,893	30	1,541	347	25	4	8	81.2	82.6	18
Joseph E. Haynes.....	1,598	136	1,116	364	18	15	19	79.3	77.4	13
Lawrence St.....	221	2	155	66	2	4	1	70.	71.	13
Lincoln.....	529	10	452	76	9	1	1	85.4	87.1	2
Madison.....	1,397	13	1,262	135	13	.....	6	89.9	90.8	1
Milford.....	1,267	18	1,006	261	18	33	1	79.8	81.2	12
Monmouth St.....	1,019	63	732	242	18	3	3	76.	77.8	28
Montgomery St.....	909	14	687	214	6	.....	5	75.	76.	45
Moses Bigelow.....	1,717	27	1,404	312	26	17	4	81.7	83.2	13
Ridge.....	702	39	618	84	39	8	.....	88.1	93.6	19
Robert Treat.....	2,326	536	1,317	549	76	53	5	76.7	79.9	48
Roseville Ave.....	430	14	334	96	14	10	1	77.9	81.1	1
South St.....	1,058	20	698	360	20	20	4	66.2	68.0	79
South Eighth St.....	1,319	4	1,073	246	4	2	8	80.7	81.	5
South Market St.....	615	19	497	118	19	.....	3	80.3	81.7	.....
South Tenth St.....	938	24	782	155	23	4	4	83.	86.	9
Speedway Ave.....	349	6	262	86	5	.....	.....	75.3	76.7	16
Summer Ave.....	875	5	666	208	4	4	4	77.1	76.5	14
Summer Place.....	382	8	296	86	8	1	.....	79.8	81.9	9
Sussex Ave.....	957	11	692	265	11	2	20	70.2	71.4	20
Warren St.....	908	15	676	231	14	15	.....	74.9	76.4	3
Washington St.....	761	64	613	130	46	3	8	81.9	87.9	6
Waverly Ave.....	602	10	507	95	10	3	1	84.1	85.7	9
West Side.....	1,432	2	1,171	260	1	1	6	81.4	81.5	14
Aggregate.....	46,326	1,875	35,563	9,649	761	312	252	78.7	80.4	824

*Similar figures for all year schools for December 1, 1920 and March 1, 1921 may be found on p. 300.

*Promotion of Pupils in Elementary Schools (not including
* all-year schools) by Schools, for Term
June 30, 1921*

SCHOOL	On Roll Last Day of Term	Number of These (1) Promoted During Term	Number of These (1) Promoted Last Day of Term	Number of These (1) Not Promoted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Promoted	Per Cent. of Promotions on Half Year Units of Course of Study Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
Alexander St.....	729	16	626	103	16	19	1	86.1	88.2	.....
Avon Ave.....	1,507	14	1,303	204	14	6	.....	86.5	87.4	.....
Bergen St.....	1,544	25	1,298	238	17	4	1	84.5	85.6	46
Berkeley.....	1,025	9	958	67	9	5	.....	93.4	94.3	.....
Bruce St.....	234	.....	164	70	.....	.....	.....	70.	70.	.....
Burnet.....	1,295	66	1,022	266	59	38	20	78.5	82.9	29
Camden St.....	1,177	1	880	297	1	6	4	74.5	74.6	24
Carteret.....	1,374	59	1,073	301	59	6	1	78.1	82.3	101
Central Ave.....	1,540	50	1,310	229	49	1	2	85.	88.1	49
Charlton St.....	1,368	260	1,104	136	132	15	3	89.9	99.4	2
Chestnut St.....	854	28	614	240	28	26	1	72.6	75.7	63
Dayton.....	70	.....	57	13	.....	.....	.....	81.4	81.4	.....
Eliot.....	1,032	20	803	229	20	.....	1	77.7	79.6	17
Elizabeth Ave.....	268	4	212	56	4	.....	3	77.9	79.4	16
Fourteenth Ave.....	1,232	1	1,065	167	1	.....	.....	86.4	86.5	8
Franklin.....	1,981	34	1,666	315	34	4	11	83.5	85.2	27
Garfield.....	1,211	22	1,019	190	20	6	5	83.9	85.6	28
Hamilton.....	1,447	109	1,163	213	38	13	8	84.8	87.4	.....
Hawkins St.....	736	4	663	73	4	7	2	89.9	90.4	30
Hawthorne.....	1,147	1	1,006	141	1	1	1	87.6	87.7	9
John Catlin.....	1,865	7	1,567	296	5	8	12	83.5	83.8	24
Joseph E. Haynes.....	1,541	136	1,053	353	1	18	6	76.9	76.9	24
Lawrence St.....	201	2	141	60	2	.....	4	68.6	69.1	16
Lincoln.....	518	1	450	68	1	1	.....	86.8	87.	22
Madison.....	1,344	16	1,252	92	16	12	10	92.4	93.6	.....
Milford.....	1,241	36	962	258	15	6	1	79.2	80.4	22
Monmouth St.....	976	71	821	105	21	3	.....	89.2	91.4	27
Montgomery.....	904	23	685	215	19	3	5	75.7	77.8	59
Moses Bigelow.....	1,707	27	1,429	276	25	24	2	83.9	85.3	18
Ridge.....	606	26	551	55	26	61	.....	91.7	95.6	.....
Robert Treat.....	2,219	733	1,281	301	96	121	8	86.7	90.8	66
Roseville Ave.....	390	7	316	74	7	8	1	81.1	82.9	.....
South St.....	1,049	16	874	175	16	11	2	83.3	84.8	22
South Eighth St.....	1,240	12	1,070	170	12	.....	2	86.1	87.	10
South Market St.....	608	13	479	129	13	2	3	78.3	80.4	12
South Tenth St.....	909	24	763	146	24	7	8	83.1	85.8	6
Speedway Ave.....	342	9	254	88	9	1	.....	74.3	76.9	11
Summer Ave.....	833	11	694	139	11	21	5	83.1	84.4	30
Summer Place.....	336	2	276	60	2	7	.....	82.5	83.	.....
Sussex Avenue.....	929	4	659	268	2	.....	10	70.	70.2	70
Warren St.....	877	14	704	173	14	26	.....	80.8	82.3	5
Washington St.....	706	49	612	94	49	6	4	86.2	93.1	5
Waverly Ave.....	626	22	543	70	9	3	.....	88.8	90.3	2
West Side.....	1,338	11	1,156	181	10	.....	1	86.3	87.1	47
Aggregate.....	45,076	1,995	36,598	7,394	911	506	148	83.4	85.4	947

*Similar figures for all year schools for June 1, 1921 and August 19, 1921 may be found on p. 301.

*Promotion of Pupils in Elementary Schools (not including
* all-year schools) by Schools, for Term
Ending January 31, 1922*

SCHOOL	On Roll Last Day of Term	Number of These (1) Promoted During Term	Number of These (1) Promoted Last Day of Term	Number of These (1) Not Promoted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Promoted	Per Cent. of Promotions on Half Year Units of Course of Study Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
Alexander St.	946	18	831	115	18	8	5	87.4	89.3	4
Avon Avenue	1,541	10	1,291	250	10	-----	-----	83.8	84.4	-----
Bergen St.	1,572	35	1,298	274	35	8	1	82.5	84.8	12
Berkeley	1,245	12	1,113	132	12	12	-----	89.4	90.4	-----
Bruce St.	256	2	149	107	2	-----	-----	58.1	58.9	4
Burnet	1,427	21	1,076	351	21	25	14	72.4	73.8	24
Camden Street	1,114	4	830	284	4	4	-----	82.7	83.1	2
Carteret	1,485	6	1,082	403	6	6	8	72.4	72.8	56
Central Ave.	1,573	22	1,216	357	22	18	1	77.8	78.8	36
Charlton St.	1,406	256	1,034	166	50	9	8	87.7	91.2	4
Chestnut St.	830	44	626	204	44	40	2	76.3	81.4	19
Dayton	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Eliot	1,072	17	861	211	17	1	1	80.3	81.9	3
Elizabeth Ave.	264	-----	185	79	-----	-----	4	79.1	-----	15
Fourteenth Ave.	1,179	10	941	235	7	-----	8	-----	-----	-----
Franklin	2,082	9	1,546	536	9	1	-----	74.2	74.6	15
Garfield	1,320	18	1,086	234	18	3	3	81.8	83.4	23
Hamilton	1,560	52	1,170	364	26	5	6	76.3	78.0	14
Hawkins St.	796	16	687	108	15	2	-----	87.7	88.3	6
Hawthorne	1,263	3	1,105	158	3	4	2	87.3	87.6	14
John Catlin	2,017	19	1,617	400	19	18	4	80.1	81.	32
Joseph E. Haynes	1,676	182	1,105	395	6	26	10	76.3	76.6	9
Lawrence St.	183	1	130	53	1	-----	1	70.4	71.	7
Lincoln	450	14	374	75	13	-----	-----	89.	91.8	1
Madison	1,403	4	1,274	129	4	-----	9	91.	91.4	-----
Milford	1,362	7	991	371	7	4	2	72.6	73.2	40
Monmouth St.	984	23	822	150	11	5	-----	84.8	85.8	13
Montgomery	857	8	663	194	8	1	1	77.5	78.2	5
Moses Bigelow	1,614	22	1,301	312	21	19	7	80.4	81.7	10
Ridge	684	20	585	99	20	3	-----	85.5	88.5	3
Robert Treat	2,387	919	1,169	366	67	105	11	84.8	87.5	24
Roseville Avenue	401	5	350	51	5	6	4	83.3	85.1	2
South St.	1,059	10	698	361	10	12	1	66.1	67.1	28
South Eighth St.	1,250	18	1,027	220	15	2	12	80.5	81.7	5
South Market St.	672	13	517	155	13	-----	2	76.6	78.5	-----
South Tenth St.	939	32	778	161	32	2	7	82.1	85.5	4
Speedway Ave.	401	14	314	87	14	-----	-----	78.3	81.7	2
Summer Ave.	869	4	664	205	4	2	3	76.1	76.1	22
Summer Place	367	9	312	55	9	2	-----	85.1	87.5	8
Sussex Ave.	970	2	681	289	2	2	14	68.5	68.8	37
Warren St.	929	17	676	253	17	10	2	72.8	74.6	1
Washington St.	743	17	623	120	17	1	7	86.9	89.4	14
Waverly Ave.	703	33	538	152	20	3	-----	87.5	91.1	10
West Side	1,537	45	1,299	238	45	-----	8	83.3	86.8	38
Aggregate	47,388	1,993	36,635	9,459	699	369	168	79.8	81.3	566

*Similar figures for all year schools for December 1, 1921 and March 1, 1922, may be found on p. 302.

*Promotion of Pupils in Elementary Schools (not including
* all-year schools) by Schools, for Term
Ending June 30, 1922*

SCHOOL	On Roll Last Day of Term	Number of These (1) Promoted During Term	Number of These (1) Promoted Last Day of Term	Number of These (1) Not Promoted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Promoted	Per Cent. of Promotions on Half Year Units of Course Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
Alexander St.....	960	24	806	155	25	4	2			
Avon Ave.....	1,488	63	1,299	189	63	9		87.3	91.5	1
Bergen St.....	1,470	42	1,300	169	41	13	1	88.5	91.2	9
Berkeley.....	1,260	11	1,196	64	11	11				
Bruce St.....	386	1	289	97	1			74.9	75.1	5
Burnet.....	1,311	20	1,039	270	18	19		73.8	79.	51
Camden St.....	1,141	5	857	284	5	14	2			18
Carteret.....	1,485	4	1,189	295	3	3	3	79.9	80.1	99
Central Ave.....	1,544	26	1,288	256	26	35	7	83.3	84.9	37
Charlton St.....	1,359	255	1,054	153	103	15	11	88.1	95.5	3
Chestnut St.....	788	12	652	135	11	12		83.1	84.5	3
Dayton.....	57	2	49	8	2	2		86.	89.	
Eliot.....	1,040	23	881	159	23	1		84.7	86.9	4
Fourteenth Ave.....	1,187	1	1,019	168	1	1		85.7		4
Elizabeth Ave.....	246	5	196	50	5	2	1	80.2	82.2	18
Franklin.....	2,044		1,629	415				79.6	79.6	115
Garfield.....	1,271	38	1,090	181	38	1	4	85.4	88.4	13
Hamilton.....	1,439	16	1,185	253	15	11	10	81.1	82.8	35
Hawkins St.....	789	4	715	74	4	3		90.6	91.1	7
Hawthorne.....	1,211	7	1,054	157	7	5	2	86.9	87.5	14
John Catlin.....	1,987	17	1,679	307	16	30	3	85.9	86.7	30
Joseph E. Haynes.....	1,554	250	1,077	250	23	36	3	80.3	80.5	7
Lawrence St.....	448	2	120	28	2	1		81.2	82.5	14
Lincoln.....	433	1	361	72	1	1		87.5	87.7	6
Madison.....	1,407	8	1,264	143	8	11	2			
Milford.....	1,346	44	1,082	247	27	19	3	81.6	83.6	30
Monmouth St.....	952	6	838	113	5	1		88.2	89.8	8
Montgomery.....	867	15	693	174	15	1	7	79.	80.	13
Moses Bigelow.....	1,623	23	1,355	268	23	22		83.7	85.1	17
Ridge.....	590	40	531	59	40	57		90.8	97.	6
Robert Treat.....	2,154	646	1,383	290	165	79	7	86.6	94.	73
Roseville Ave.....	384	3	333	51	3	2	3	86.4	87.2	
South St.....	1,038	61	785	205	13	18		80.5	81.8	104
South Eighth St.....	1,191	4	1,039	150	2	4		87.4	87.6	8
South Market St.....	686		575	111			1	83.8	83.6	
South Tenth St.....	912	33	755	155	31	4	2	82.8	86.2	12
Speedway Ave.....	368	12	280	88	12	6	4	75.4	78.6	4
Summer Ave.....	823	5	672	151	5	23	3	81.8		13
Summer Place.....	345	9	278	67	9	9				
Sussex Ave.....	937	2	637	300	2	1	7	67.3	67.5	52
Warren St.....	902	2	712	190	2	10		79.1	79.3	11
Washington St.....	661	2	545	116	2	2		83.2	83.2	
Waverly Ave.....	702	10	634	67	9	14	1	90.1	91.7	5
West Side.....	1,438	8	1,214	224	8	7	7	84.	84.5	17
Aggregate.....	45,924	1,762	37,629	7,358	825	520	114	83.9	85.7	866

*Similar figures for all year schools for June 1, 1922 and August 18, 1922 may be found on p. 303.

GRADE	1921				1922					
	January		June		January		June			
	Per Cent. of Individuals Promoted	Per Cent. of Study on Half Year Units of	Per Cent. of Individuals Promoted	Per Cent. of Study on Half Year Units of	Per Cent. of Individuals Promoted	Per Cent. of Study on Half Year Units of	Per Cent. of Individuals Promoted	Per Cent. of Study on Half Year Units of		
8A.....	92.1	93.5	93.8	95.3	92.9	94.4	93.6	94.7	93.3	94.5
8B.....	87.7	89.4	87.6	89.0	87.6	89.2	87.8	88.3	87.5	89.5
7A.....	85.3	88.1	88.8	88.9	86.6	88.5	87.3	85.8	86.3	87.9
7B.....	83.2	84.2	86.0	91.0	84.9	87.6	87.5	82.9	83.6	86.6
6A.....	80.5	88.4	88.0	90.5	87.2	89.4	86.6	86.7	85.8	88.5
6B.....	84.9	86.6	87.0	88.2	85.9	87.4	84.9	84.8	84.3	86.9
5A.....	84.6	86.8	86.8	87.6	85.7	87.2	87.8	89.6	87.9	89.8
5B.....	85.3	87.2	85.9	87.3	85.2	87.0	87.8	87.7	87.1	88.6
4A.....	83.3	85.3	87.4	93.9	87.4	90.5	91.6	90.8	89.3	91.9
4B.....	83.5	85.3	86.4	99.1	85.4	92.2	88.7	88.7	86.8	90.5
3A.....	85.1	89.8	89.3	90.7	87.2	90.2	89.1	90.4	89.2	91.3
3B.....	87.7	89.9	89.0	94.4	88.3	92.1	88.9	89.6	88.3	90.3
2A.....	84.3	86.1	90.5	93.3	87.4	89.7	89.2	88.7	87.3	90.5
2B.....	82.7	83.8	84.4	87.1	83.5	85.4	80.2	87.4	89.1	86.9
1A.....	84.8	87.3	85.5	87.6	85.1	87.4	82.0	87.1	85.3	88.2
1B.....	74.2	74.4	79.3	79.5	76.7	76.9	78.0	79.5	78.6	78.9
Average.....	84.0	85.9	86.9	89.1	85.4	87.5	86.5	87.6	86.2	88.1

Promotion of Pupils in All-Year Schools (Elementary) for the Four Terms of 1920-1921

SCHOOL	DECEMBER 1, 1920						MARCH 1, 1921											
	On Roll Last Day of Term	Number Promoted				Per Cent Pro- moted	Num- ber De- moted	On Roll Last Day of Term	Number Promoted				Num- ber Not Pro- moted	Per Pro- moted				
		During Term and Still on Roll	During Term Now off Roll	Twice During Term	Last Day of Term				During Term and Still on Roll	During Term Now off Roll	Twice During Term	Last Day of Term						
<i>Grammar and Primary</i>																		
Abington Avenue.....	1,290	1	.....	3	.....	835	454	12	63.8	1,303	.....	16	24	.....	816	487	1	62.5
Belmont Avenue.....	1,478	2	.....	.....	2	1,255	223	4	84.7	1,528	.....	6	7	16	1,318	210	9	86.2
Cleveland (1-6).....	1,262	.....	.....	.....	.....	1,116	146	.....	88.4	1,222	.....	6	.....	6	1,088	134	3	89.3
Cleveland (7-8).....	532	.....	.....	.....	.....	463	69	.....	87.	559	.....	.....	.....	.....	490	69	.....	87.6
Lafayette.....	1,977	.....	5	.....	.....	1,592	385	4	80.3	1,966	.....	26	13	26	1,629	337	1	84.2
McKinley.....	2,086	80	5	10	1,448	568	2	73.2	86.	1,410	.....	52	3	3	1,250	830	.....	74.
Monteith.....	1,397	2	4	2	1,207	190	8	69.3	86.8	1,534	.....	1	.....	1	1,044	366	.....	62.5
Newton.....	1,515	12	1	12	1,040	475	2	79.2	79.2	1,193	.....	.....	.....	.....	958	576	.....	84.9
Walnut Street.....	195	.....	2	.....	.....	169	26	7	.....	1,144	.....	19	6	19	744	400	18	65.3
Webster.....	1,109	18	8	18	856	.....	253	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	73.4
Totals.....	12,841	115	28	44	9,981	2,789	39	79.	79.	12,988	120	53	71	9,501	3,438	32	32	73.4
<i>Kindergarten</i>																		
Abington Avenue.....	205	.....	.....	.....	.....	43	162	.....	20.9	175	.....	.....	.....	.....	39	136	.....	22.2
Belmont Avenue.....	195	.....	.....	.....	.....	37	158	.....	19.	172	.....	.....	.....	.....	44	128	.....	25.5
Cleveland.....	192	.....	.....	.....	.....	40	152	.....	20.8	151	.....	.....	.....	.....	37	114	.....	24.5
Lafayette.....	205	.....	.....	.....	.....	37	168	.....	18.	166	.....	.....	.....	.....	32	134	.....	19.2
McKinley.....	341	.....	.....	.....	.....	68	273	.....	19.9	289	.....	.....	.....	.....	73	216	.....	25.2
Monteith.....	219	.....	.....	.....	.....	219	.....	.....	215	215	.....	.....	.....	.....	42	173	.....	19.5
Newton.....	261	.....	.....	.....	.....	46	215	.....	17.6	228	.....	.....	.....	.....	44	184	.....	14.9
Walnut Street.....	84	.....	.....	.....	.....	17	67	.....	20.2	78	.....	.....	.....	.....	15	63	.....	19.2
Webster.....	163	.....	.....	.....	.....	24	139	.....	14.7	155	.....	.....	.....	.....	40	115	.....	25.8
Totals.....	1,865	.....	.....	.....	.....	311	1,553	.....	16.1	1,629	.....	.....	.....	.....	366	1,263	.....	22.5

AUGUST 19, 1921

JUNE 1, 1921

SCHOOL

Grammar and Primary

On Roll Last Day of Term	Number Promoted			On Roll Last Day of Term	Per Cent Promoted	Num-ber De-moted	Num-ber Not Promoted	Number Promoted			Num-ber De-moted	Per Cent Promoted
	During Term and Still on Roll	During Term and off Roll	Twice During Term	Last Day of Term				During Term and Still on Roll	During Term and off Roll	Twice During Term	Last Day of Term	
Abington Avenue.....	1,314	2	.....	892	67.4	1	422	.....	8	.....	643	73.5
Belmont Avenue.....	1,538	10	10	1,360	88.9	3	178	16	.....	16	924	85.7
Cleveland (1-6).....	1,180	.....	.....	1,033	87.6	.....	147	4	3	4	548	82.8
Cleveland (7-8).....	557	.....	.....	504	90.4	1	53	.....	.....	.....	338	81.8
Lafayette.....	1,959	11	8	1,656	85.1	.....	303	4	.....	4	1,111	88.
McKinley.....	2,147	231	12	1,261	69.5	2	690	3	2	2	1,038	67.1
Monteith.....	1,360	13	2	1,117	83.1	.....	243	.....	.....	.....	669	89.2
Newton.....	1,559	8	.....	1,108	71.5	.....	451	7	12	7	792	73.
Walnut Street.....	205	.....	.....	175	85.3	.....	30	.....	17	12	504	73.
Webster.....	1,148	16	16	747	64.9	17	401	36	.....	.....	218	77.7
Totals.....	12,967	289	47	9,853	78.2	24	2,918	70	42	45	6,567	1,894

Kindergarten

On Roll Last Day of Term	Number Promoted			On Roll Last Day of Term	Per Cent Promoted	Num-ber De-moted	Num-ber Not Promoted	Number Promoted			Num-ber De-moted	Per Cent Promoted
	During Term and Still on Roll	During Term and off Roll	Twice During Term	Last Day of Term				During Term and Still on Roll	During Term and off Roll	Twice During Term	Last Day of Term	
Abington Avenue.....	193	.....	.....	40	20.7	.....	153	.....	.....	.....	31	23.6
Belmont Avenue.....	173	.....	.....	48	27.7	.....	125	.....	.....	.....	27	30.3
Cleveland.....	145	1	.....	37	26.2	.....	79	.....	.....	.....	16	20.2
Lafayette.....	196	.....	.....	39	19.8	.....	157	.....	.....	.....	22	18.8
McKinley.....	328	.....	.....	66	20.1	.....	262	.....	.....	.....	61	26.6
Monteith.....	233	.....	.....	86	36.9	.....	147	.....	.....	.....	11	16.1
Newton.....	218	.....	.....	62	28.4	.....	156	.....	.....	.....	35	22.4
Walnut Street.....	78	.....	.....	16	20.5	.....	62	.....	.....	.....	.....	28.5
Webster.....	147	.....	.....	.....	.....	.....	147	.....	.....	.....	32	24.
Totals.....	1,711	1	.....	394	23.	.....	1,317	.....	.....	.....	235	746

* No promotions in August.

Promotion of Pupils in All-Year Schools (Elementary) for the Four Terms of 1921-1922

SCHOOL	DECEMBER 1, 1921							MARCH 1, 1922								
	On Roll Last Day of Term	Number Promoted				Num- ber De- moted	Per Cent Pro- moted	On Roll Last Day of Term	Number Promoted				Num- ber Not Pro- moted	Num- ber De- moted	Per Cent Pro- moted	
		During Term and Still on Roll	During Term and Now off Roll	Twice During Term	Last Day of Term				During Term and Still on Roll	During Term and Now off Roll	Twice During Term	Last Day of Term				
<i>Grammar and Primary</i>																
Abington Avenue.....	1,401	24	26	24	866	535	34	61.8	1,417	25	35	25	753	664	1	53.
Belmont Avenue.....	1,597				1,317	280	34	80.7	1,615				1,405	210	15	86.4
Cleveland (1-6).....	1,132				924	208		81.6	1,093	1			910	182		83.3
..... (7-8).....	615				560	55		91.1	570				499	71		87.5
Grace M. Duffy (Newton).....	1,597	9		9	974	623		60.9	1,593	4		4	1,147	446		72.
Lafayette.....	2,042	6	19	6	1,714	328	1	84.	2,056	18	16	18	1,749	307		85.2
McKinley.....	2,141	28	3	1	1,139	975	1	84.4	2,133	7		7	1,015	1,118	1	47.5
Monteith.....	1,530	26	2	26	1,310	220		85.6	1,514				1,259	255		83.1
Walnut Street.....	205				176	29		85.9	207		5	28	170	37	9	81.9
Webster.....	1,252	22	3	22	849	403	10	67.1	1,266	28			1,009	257		79.1
Totals.....	13,512	115	53	88	9,829	3,656	46	72.7	13,464	83	56	82	9,916	3,547	26	73.6
<i>Kindergarten</i>																
Abington Avenue.....	203				24	179		11.3	191				45	146		23.5
Belmont Avenue.....	174				49	125		28.1	153				45	108		29.4
Cleveland.....	160				30	130		18.7	127				31	96		24.4
Grace M. Duffy (Newton).....	261				42	219		16.	238				44	194		18.2
Lafayette.....	222				51	171		22.9	146				33	113		22.6
McKinley.....	348				51	297		14.6	304				52	252		17.1
Monteith.....	248				30	218		12.	208				68	140		32.6
Walnut Street.....	96	1			18	77		20.	79				10	69		12.
Webster.....	163				22	141		13.5	140				30	110		21.4
Totals.....	1,875	1			317	1,557		17.	1,586				358	1,228		22.6

AUGUST 18, 1922

JUNE 1, 1922

SCHOOL	On Roll Last Day of Term	Number Promoted				On Roll Last Day of Term	Per Cent Pro- moted	Num- ber Not Pro- moted	Num- ber De- moted	Per Cent Pro- moted
		During Term and Still on Roll	During Term and Now off Roll	Twice During Term	Last Day of Term					
Grammar and Primary										
Abington Avenue.....	1,442	37	22	37	1,000	938	69.2	442	1	81.9
Belmont Avenue.....	1,588	37	9	37	1,347	1,089	83.8	241	20	84.4
Cleveland (1-6).....	1,068	37	9	37	939	615	88.	129	1	83.6
Cleveland (7-8).....	519	8	8	8	481	353	92.7	38	70	80.2
Grace M. Duffy (Newton).....	1,540	8	8	8	986	1,050	64.	554	254	76.
Lafayette.....	2,017	8	2	8	1,661	1,317	82.4	356	201	84.7
McKinley.....	2,173	11	8	11	1,563	1,536	71.4	610	487	68.3
Monteith.....	1,524	11	8	11	1,305	1,345	85.7	219	133	84.2
Walnut Street.....	204	27	8	22	175	85	85.8	29	3	76.3
Webster.....	1,224	27	8	22	893	815	72.1	326	194	76.3
Totals.....	13,299	83	49	78	10,350	8,558	77.6	2,944	5	79.2
Kindergarten										
Abington Avenue.....	187	.....	.....	.....	47	130	25.1	140	.....	24.6
Belmont Avenue.....	126	.....	.....	.....	38	104	30.1	88	.....	13.
Cleveland.....	131	.....	.....	.....	30	85	22.9	101	.....	32.9
Grace M. Duffy (Newton).....	238	.....	.....	.....	42	196	17.7	189	57	26.9
Lafayette.....	187	.....	.....	.....	32	155	17.1	155	138	25.2
McKinley.....	349	.....	.....	.....	71	278	20.3	278	86	26.1
Monteith.....	192	.....	.....	.....	60	132	31.2	132	64	.1
Walnut Street.....	88	.....	.....	.....	17	71	19.3	71	93	25.
Webster.....	148	.....	.....	.....	33	124	22.3	115	.....	25.1
Totals.....	1,846	.....	.....	.....	370	1,055	22.5	1,276	801	25.1

* No promotions in August.

STATE EXAMINATIONS 8A PUPILS

January and May, 1921

	Arithmetic			Writing			Spelling			English			U. S. History			Geography		
	January	June	Total	January	June	Total	January	June	Total	January	June	Total	January	June	Total	January	June	Total
Total No. of pupils taking examinations	1,519	1,796	3,315	1,429	1,729	3,158	1,569	1,799	3,368	1,573	1,799	3,372	1,573	1,802	3,375	1,568	1,799	3,367
Total number of pupils who could have taken examinations, but did not	91	32	123	49	32	81	41	29	70	37	29	66	37	26	63	42	29	71
Number of pupils receiving 90 pts. or more	307	456	763	278	270	548	432	402	834	89	130	219	254	281	535	133	194	327
Number of pupils receiving 70 to 89 pts.	833	976	1,803	951	1,119	2,070	1,030	1,125	2,155	1,068	1,121	2,189	826	1,099	1,925	864	1,131	1,995
Number of pupils receiving 50 to 69 pts.	308	309	617	195	318	513	99	244	343	364	487	851	359	337	696	447	376	823
Number of pupils receiving 49 pts. or less	71	61	132	5	22	27	8	28	36	52	61	113	134	85	219	124	98	222

January and June, 1922

	Arithmetic			Writing			Spelling			English			U. S. History			Geography		
	January	June	Total	January	June	Total	January	June	Total	January	June	Total	January	June	Total	January	June	Total
Total No. of pupils taking examination	1,697	1,996	3,693	1,711	1,925	3,636	1,780	2,018	3,798	1,783	2,026	3,809	1,783	2,027	3,810	1,774	2,027	3,801
Total number of pupils who could have taken examinations, but did not.....	76	56	132	31	41	72	28	34	62	25	26	51	25	25	50	34	25	59
Number of pupils receiving 90 pts. or more	262	159	421	270	313	583	210	459	669	213	137	350	241	274	515	168	206	374
Number of pupils receiving 70 to 89 pts.	1,027	1,139	2,166	1,147	1,229	2,376	1,166	1,298	2,458	1,148	1,265	2,413	1,037	1,207	2,244	1,084	1,210	2,294
Number of pupils receiving 50 to 69 pts.	326	545	871	283	362	645	357	232	589	364	536	900	400	403	803	398	496	894
Number of pupils receiving 49 pts. or less	82	153	235	11	21	32	53	29	82	58	88	146	105	143	248	124	115	239

GRADUATES

Grammar School Graduates for Ten Years

Year	Grammar school enrollment	number graduated	Per cent graduated	Entered high school	Per cent entered high school
1913.....	18,583	2,375	13.	1,579	66.4
1914.....	19,465	2,805	14.4	1,805	64.3
1915.....	21,216	3,234	15.2	2,203	68.1
1916.....	22,154	3,392	15.3	2,484	73.2
1917.....	22,657	3,106	13.7	2,349	75.6
1918.....	*23,143	†3,349	14.5	1,858	55.5
1919.....	*23,404	†3,265	14.	2,243	68.7
1920.....	*23,071	†3,671	15.9	2,393	65.1
— 1921.....	*24,093	†3,572	14.8	2,890	80.9
1922.....	*24,692	†4,027	16.3	3,201	79.5

* Includes pupils enrolled in 7th and 8th grades of junior high schools.

† Includes pupils graduated from all-year schools in August.

High School Graduates by Courses for Ten Years

Year	College Preparatory Course	Commercial Course	General Course	Technical Course	Home Economics and Arts Course	Total	Per cent of total enrollment graduated
1913.....	110	17	174	12	....	313	8.0
1914.....	112	30	202	20	....	364	7.9
— 1915.....	121	39	239	28	....	427	7.8
— 1916.....	111	93	244	35	2	485	7.5
1917.....	126	63	270	27	3	489	7.5
1918.....	101	26	179	11	11	328	5.1
1919.....	201	60	240	13	31	545	8.0
1920*	180	99	232	39	35	585	8.2
— 1921**	202	154	236	32	30	654	7.9
1922***	208	189	215	43	47	702	7.2

* Includes pupils graduated from all-year high school in August, 1920.

** Includes pupils graduated from all-year high school in August, 1921.

*** Includes pupils graduated from all-year high schools in August, 1922.

Junior College Graduates by Courses for Three Years

Year	B. A.	Litt. B.	B. S.	Pre-Medical & Pre-Journalism	B.C.S.	Secretarial	Engineering	Ph.B.	Total
1920	6		1	8	1			1	17
— 1921	8		4	8	4	5	6		35
1922	2	2	1	12	4	3			24

SUMMER SCHOOLS

SESSION OF 1921

*All Summer Schools for 1921 Compared with Similar
Figures for 1920*

Total Enrollment

	Boys	Girls	Total
1921.....	8,834	8,193	17,027
1920.....	7,512	7,214	14,726
Increase	1,322	981	2,301

Average Enrollment, Average Attendance, and Per Cent of
Attendance

	Average enrollment	Average attendance	Per cent of attendance
1921.....	14,548	13,206	90.7
1920.....	12,467	11,302	90.4
Increase	2,081	1,904	.3

Distribution of Pupils by Departments

	Senior high	Junior high	Grammar	Primary	Kinder- garten
1921.....		14,548		13,206	90.7
1920.....		12,467		11,302	90.4
Increase	437	157	742	882	86

Number of Classes

	Kindergarten	Primary	Grammar	Promotion	Total
1921.....	30	25	1	382	438
1920.....	30	21	11	339	401
Increase.....		4		43	37
Decrease.....			10		

Number of Teachers

	Elementary		Junior high		Senior high		Total	
	Men	Women	Men	Women	Men	Women	Men	Women
1921	55	474	7	11	41	9	103	494
1920	49	452	8	10	35	8	92	470
Increase	6	22		1	6	1	11	24
Decrease			1					

Includes supervisors and special teachers.

Sources From Which Pupils Came

	Public schools	Private schools	Never before attended	Total
1921.....	15,483	776	615	16,874
1920.....	13,321	716	565	14,602
Increase	2,162	60	50	2,272

*Percentage of Pupils Enrolled in the Various Public
Schools on June 30, 1921 that Attended Summer
Schools and Summer Sessions of All Year Schools*

Summer Schools

	Enrollment June 30, 1921	No. enrolled in summer schools	Per cent of June enroll- ment attended summer school
Barringer High	1,529	729	47.6
Central C. & M. T. High.....	*	8	*
East Side C. & M. T. High....	921	107	11.6
South Side High.....	1,240	466	37.5
Total Senior High.....	3,690	1,310	35.5
Cleveland Junior High.....	*	6	*
Madison Junior High.....	458	148	32.3
Robert Treat Junior High....	536	119	22.2
Total Junior High.....	994	273	27.4
Abington Avenue.....	*	—	*
Alexander Street.....	729	221	30.3
Avon Avenue.....	1,507	565	37.4
Belmont Avenue.....	*	3	*
Bergen Street.....	1,544	462	29.9
Berkeley	1,025	86	8.3
Bruce Street.....	234	42	17.9
Burnet	1,295	490	37.8
Camden Street.....	1,177	731	62.1
Carteret	1,374	453	32.9
Central Avenue.....	1,540	596	38.7
Charlton Street.....	1,368	443	32.3
Chestnut Street.....	854	145	16.9
Cleveland (Kdg.-6).....	*	10	*
Dayton	70	1	1.4
Eliot	1,032	320	3.1
Elizabeth Avenue.....	268	34	12.6
Fourteenth Avenue.....	1,232	641	52.
Franklin	1,981	951	48.
Garfield	1,211	37	3.
Hamilton	1,447	334	23.
Hawkins Street.....	736	154	20.9
Hawthorne	1,147	438	38.1
John Catlin.....	1,865	720	38.6
Joseph E. Haynes.....	1,541	533	34.5
Lafayette	*	11	*
Lawrence Street.....	201	19	9.4
Lincoln	518	80	15.4
Madison (Kdg.-6).....	1,031	331	32.1
McKinley	*	16	*
Milford	1,241	480	38.6
Monmouth Street.....	976	312	31.9
Monteith	*	3	*
Montgomery	904	247	27.3
Moses Bigelow.....	1,707	432	25.3

	Enrollment June 30, 1921	No. enrolled in summer schools	Per cent of June enroll- ment attended summer school
Newton	*	17	*
Ridge	606	40	6.6
Robert Treat (Kdg.-6).....	1,802	457	25.3
Roseville Avenue.....	390	61	15.6
South Street.....	1,049	154	14.6
South Eighth Street.....	1,240	417	33.6
South Market Street.....	608	190	31.2
South Tenth Street.....	909	332	36.5
Speedway Avenue	342	51	14.9
Summer Avenue.....	833	99	11.8
Summer Place.....	336	39	11.6
Sussex Avenue.....	929	350	37.6
Walnut Street.....	261	3	1.1
Warren Street.....	877	584	66.5
Washington Street.....	706	233	33.
Waverly Avenue.....	626	134	21.4
Webster	*	4	*
West Side.....	1,338	375	28.
Total Elementary.....	44,607	13,891	31.1
Binet	481	3	.6
Deaf	79	1	1.2
Boys' Vocational.....	*	12	*
Girls' Vocational.....	185	.....	.....
Ungraded	100	2	2.
Blind	19	.....	.....
Open Window	†289	1	.3
Elizabeth Avenue Open Air	*	.....	*
Crippled .....	*	.....	*
Total Special.....	1,153	9	.27
Total High, Elementary and Special	**50,444	15,483	30.6

* An all-year school—see data for all-year schools given below.

† Does not include 28 enrolled in Lafayette and 34 enrolled in McKinley open window classes. These figures are included in all-year analysis.

** Does not include 2,683 enrolled in Continuation Schools and 105 enrolled in Junior College. Enrollment in All-Year Schools is given below.

All-Year Schools—Summer Session

	Enrollment June 30, 1921	No. enrolled in summer session	Per cent of June enroll- ment attended summer session
Central C. & M. T. High.....	1,689	1,481	87.6
Cleveland Junior High.....	763	619	81.1
Abington Avenue.....	1,504	1,106	73.5
Belmont Avenue.....	1,646	1,272	77.2
Cleveland Elementary (1-6)	1,245	843	67.7
Lafayette, including open window class.....	2,150	1,605	74.6
McKinley, including open window class.....	2,481	1,968	79.3
Monteith	1,545	970	62.7
Newton	1,783	1,390	77.9
Webster	1,257	999	79.4
Total Elementary.....	13,611	10,153	74.5
Boys' Vocational.....	221	230	*104.
Elizabeth Avenue Open Air	48	49	*102.
Crippled	79	90	*113.
Total Special.....	348	369	*106.
Grand Total.....	16,411	12,622	76.9
Summary			
High Schools—Summer.....	3,690	1,310	35.5
“ “ All Year.....	1,689	1,481	87.6
Junior High Sch'ls—Summer	994	273	27.4
“ “ “ All Year	763	619	81.1
Elementary Sch'ls—Summer	44,607	13,890	31.1
“ “ “ All Year	13,611	10,153	74.5
Special Schools—Summer.....	1,153	9	.7
“ “ “ All Year....	348	369	106.
Total Summer.....	50,444	**15,483	30.6
Total All Year.....	16,411	12,622	76.9
Grand Total	***66,855	28,105	42.

* Due to added enrollment during the summer session.

** In addition to these 158 pupils from out-of-town, 776 from private schools, and 610 who never attended school were in attendance at the summer schools, a total enrollment of 17,027.

***Does not include 2,683 enrolled in Continuation Schools and 105 enrolled in Junior College.

*Enrollment and Attendance in Promotion Classes in
Elementary Summer Schools—1921*

Distribution of days attendance—

	Boys	Girls	Total
Present between 1—10 days	756	782	1,538
“ “ 11—20 “	1100	1053	2,153
“ “ 21—30 “	4943	4712	9,655
Total number of pupils enrolled.....	6799	6547	13,346

Enrollment by grades—

GRADE	No. of pupils enrolled.	No. who left before end of term	No. who succeeded in making up failures	No. who failed to make up failures	No. taking work to strengthen next term's work	No. recommended for advanced standing (not included in preceding columns)	No. who failed to gain advanced standing (not included in preceding columns)
8A.....	277	94	26	28	99	22	8
8B.....	651	158	118	71	169	64	71
7A.....	641	160	93	64	204	65	55
7B.....	750	234	56	74	247	55	84
6A.....	757	213	47	63	284	70	80
6B.....	916	248	64	113	396	34	61
5A.....	920	220	93	82	386	66	73
5B.....	1,096	282	46	112	533	55	68
4A.....	905	202	53	67	441	82	60
4B.....	999	215	26	71	560	61	66
3A.....	939	158	59	74	529	85	34
3B.....	971	213	38	36	558	80	46
2A.....	870	167	42	52	532	53	24
2B.....	1,022	207	25	64	681	36	9
1A.....	883	171	27	50	613	17	5
1B.....	749	171	11	54	501	11	1
Total.....	13,346	3,113	824	1,075	6,733	856	745

*Summer Senior High Schools for 1921 Compared with
Similar Figures for 1920*

Total Enrollment			
	Boys	Girls	Total
1921.....	912	499	1,411
1920.....	584	393	977
Increase.....	328	106	434

**Average Enrollment, Average Attendance and Per Cent of
Attendance**

	Average enrollment	Average attendance	Per cent of attendance
1921.....	1,300	1,227	94.4
1920.....	916	867	94.6
Increase.....	384	360	
Decrease.....			.2

*Summer Junior High Schools for 1921 Compared with
Similar Figures for 1920*

Total Enrollment			
	Boys	Girls	Total
*1921.....	177	173	350
†1920.....	104	89	193
Increase.....	73	84	157

* 60 boys and 65 girls were enrolled in the 9th grade of these schools.

† 29 boys and 21 girls were enrolled in the 9th grade of these schools.

**Average Enrollment, Average Attendance and Per Cent of
Attendance**

	Average enrollment	Average attendance	Per cent of attendance
1921.....	270	233	86.8
1920.....	171	155	90.6
Increase	99	78	
Decrease.....			3.8

SESSION OF 1922

*All Summer Schools for 1922 Compared with Similiar
Figures for 1921***Total Enrollment**

	Boys	Girls	Total
1922.....	8,345	7,806	16,151
1921.....	8,834	8,193	17,027
Decrease.....	489	387	876

Average Enrollment, Average Attendance and Per Cent of**Attendance**

	Average enrollment	Average attendance	Per cent of attendance
1922.....	14,099	13,016	92.2
1921.....	14,548	13,206	90.7
Increase.....			1.5
Decrease.....	449	190	

Distribution of Pupils By Departments

	Senior high	Junior high	Grammar	Primary	Kinder garten
1922.....	1,477	181	5,614	7,779	1,100
1921.....	1,411	350	5,827	8,116	1,323
Increase	66	.....	.....	.....	.....
Decrease		169	213	337	223

Number of Classes

	Kindergarten	Primary	Grammar	Promotion	Total
1922.....	23	7	.....	354	384
1921.....	30	25	1	382	438
Decrease	7	18	1	28	54

Number of Teachers

	*Elementary		Junior High		Senior High		Total	
	Men	Women	Men	Women	Men	Women	Men	Women
1922.....	49	413	4	5	39	15	92	433
1921.....	55	474	7	11	41	9	103	494
	—	—	—	—	—	—	—	—
Increase						6		
Decrease	6	61	3	6	2		11	61

*Includes supervisors and special teachers.

Sources From Which Pupils Came

	Public schools	Private schools	Never before attended	Out of town	Total
1922.....	14,745	708	498	200	16,151
1921.....	15,483	776	615	153	17,027
Increase				47	
Decrease	738	68	117		876

*Percentage of Pupils Enrolled in the Various Public
Schools on June 30, 1922 that attended Summer
Schools and Summer Sessions of All Year Schools*

Summer Schools

	Enrollment June 30, 1922	No. enrolled in summer schools	Per cent of June enroll- ment attended summer school
Barringer High.....	1,520	725	47.7
Central C. & M. T. High....	*	15	*
East Side C. & M. T. High.....	1,145	111	9.7
South Side High.....	1,333	477	35.8
Total Senior High.....	3,998	1,328	33.2
Cleveland Junior High.....	*	6	.....
Madison Junior High.....	646	30	4.6
Robert Treat Junior High....	867	143	16.5
Total Junior High.....	1,513	179	11.8
Abington Avenue	*	4	.....
Alexander Street	960	359	37.4
Avon Avenue	1,488	562	37.8
Belmont Avenue	*	16	*
Bergen Street.....	1,470	449	30.5
Berkeley	1,260	176	13.9
Bruce Street	386	75	19.4
Burnet	1,311	524	40.0
Camden Street	1,141	618	54.2
Carteret	1,485	508	34.2
Central Avenue	1,544	637	41.3
Charlton Street	1,359	463	34.1
Chestnut Street.....	788	161	20.4
Cleveland (Kdg.-6).....	*	16	*
Dayton	57	2	3.5
Eliot	1,040	22	2.1
Elizabeth Avenue	246	40	16.3
Fourteenth Avenue	1,187	582	49.0
Franklin	2,044	1,004	49.0
Garfield	1,271	33	25.9
Grace M. Duffy (Newton)....	*	19	.....
Hamilton	1,439	287	19.9
Hawkins Street	789	74	9.4
Hawthorne	1,211	433	35.8
John Catlin	1,987	834	42.0
Joseph E. Haynes.....	1,554	583	37.5
Lafayette	*	11	*
Lawrence Street.....	148	16	10.8
Lincoln	433	66	15.2
Madison (Kdg.-6)	1,061	176	11.0
McKinley	*	7	*
Milford	1,346	576	42.8
Monmouth Street	952	376	39.5
Monteith	*	7	*
Montgomery	867	255	29.4

	Enrollment June 30, 1922	No. enrolled in summer schools	Per cent of June enroll- ment attended summer school
Moses Bigelow.....	1,623	478	29.5
Ridge	590	10	1.7
Robert Treat (Kdg.-6).....	1,633	389	23.8
Roseville Avenue	384	38	9.9
South Street	1,038	97	9.3
South Eighth Street.....	1,191	328	27.5
South Market Street.....	686	189	27.6
South Tenth Street.....	912	157	17.2
Speedway Avenue.....	368	66	17.9
Summer Avenue.....	823	75	9.1
Summer Place.....	345	8	2.3
Sussex Avenue.....	937	327	24.9
Walnut Street.....	278	2	.7
Warren Street.....	902	500	55.4
Washington Street.....	661	66	10.
Waverly Avenue.....	702	159	21.1
Webster	*	6	*
West Side.....	1,438	366	25.6
Total Elementary.....	45,335	13,232	29.2
Binet	485	4	.8
Deaf	79	.....	.....
Boys' Vocational.....	*	2	*
Girls' Vocational.....	200	.....	.....
Ungraded	101	.....	.....
Blind	22	.....	.....
Open Window.....	†363	.....	.....
Elizabeth Avenue Open Air	*	.....	*
Crippled .....	*	.....	*
Total Special.....	1,250	6	.5
Total High Elementary and Special	**52,096	14,745	28.3

* An all-year school—see data for all-year schools given below.

† Does not include 30 enrolled in Lafayette and 30 enrolled in McKinley open window classes. These figures are included in all-year analysis

** Does not include 2,289 enrolled in Continuation Schools, and 121 enrolled in Junior College. Enrollment in all-year schools is given below.

All Year Schools—Summer Session

	Enrollment June 30, 1922	No. enrolled in summer session	Per cent of June enroll- ment attended summer session
Central C. & M. T. High.....	1,795	1,741	97.
Cleveland Junior High.....	945	765	81.
Abington Avenue.....	1,630	1,154	70.8
Belmont Avenue.....	1,616	1,281	79.3
Cleveland Elementary (1-6)	1,102	792	71.9
Grace M. Duffy (Newton)....	1,739	1,412	81.2

	Enrollment June 30, 1922	No. enrolled in summer schools	Per cent of June enroll- ment attended summer school
Lafayette, including open window class	2,164	1,653	76.4
McKinley, including open window class	2,523	1,931	76.5
Monteith	1,624	1,037	63.9
Webster	1,371	1,081	78.8
Total Elementary.....	13,769	10,341	75.1
Building Trades.....	24	30	*125.
Boys' Vocational.....	220	266	*120.9
Elizabeth Avenue Tubercular Crippled	49	55	*122.4
	118	130	*110.2
Total Special.....	411	481	*117.
Grand Total.....	16,920	13,328	78.8
Summary			
High Schools—Summer.....	3,998	1,328	33.2
“ “ All-year.....	1,795	1,741	97.0
Junior High Sch'ls—Summer	1,513	179	11.8
“ “ “ All-year	945	765	81.0
Elementary Sch'ls—Summer	45,335	13,232	29.2
“ “ “ All-year	13,769	10,341	75.1
Special Schools—Summer.....	1,250	6	.5
“ “ “ All-year.....	411	481	117.
Total Summer.....	52,096	**14,745	28.3
Total All-year.....	16,920	13,328	78.8
Grand Total.....	***69,016	28,073	40.7

* Due to added enrollment during the summer session.

** In addition to these 200 pupils from out-of-town, 708 from private schools, and 498 who never attended school were in attendance at the summer schools, a total enrollment of 16,151.

*** Does not include 2,289 enrolled in Continuation Schools and 121 enrolled in Junior College.

*Enrollment and Attendance in Promotion Classes in
Elementary Summer Schools—1922*

Distribution of attendance—

	Boys	Girls	Total
Present between 1—10 days	691	665	1,356
“ “ 11—20 “	1036	953	1,989
“ “ 21—20 “	4971	5012	9,983

Total number of pupils.....	6698	6630	13,328
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Enrollment by grades—

GRADE	No. of pupils enrolled	No. who left before end of term	No. who succeeded in making up failures	No. who failed to make up failures	No. taking work to strengthen next term's work	No. recommended for advanced standing (not included in preceding columns)	No. who failed to gain advanced standing (not included in preceding columns)
8A.....	246	75	9	31	97	14	20
8B.....	656	160	102	62	209	49	74
7A.....	628	148	82	99	198	39	62
7B.....	695	161	66	66	266	55	81
6A.....	695	179	65	64	266	45	76
6B.....	865	231	56	86	342	48	102
5A.....	842	196	41	72	388	56	89
5B.....	1,083	246	29	96	510	92	110
4A.....	890	190	42	54	509	53	42
4B.....	1,054	250	38	73	562	64	67
3A.....	941	172	27	61	569	71	41
3B.....	1,062	211	32	53	640	81	45
2A.....	1,003	172	21	53	667	65	25
2B.....	1,126	202	16	50	770	66	22
1A.....	816	154	18	41	556	22	25
1B.....	726	126	16	57	503	19	5
Total.....	13,328	2,873	660	1,018	7,052	839	886

*Summer Senior High Schools for 1922 Compared with
Similar Figures for 1921*

Total Enrollment

	Boys	Girls	Total
1922.....	956	521	1,477
1921.....	912	499	1,411
Increase.....	44	22	66

Average Enrollment, Average Attendance and Per Cent of Attendance

	Average enrollment	Average attendance	Per cent of attendance
1922.....	1,379	1,305	94.6
1921.....	1,300	1,227	94.4
Increase.....	79	78	.2

Summer Junior High Schools for 1922 Compared with Similar Figures for 1921

Total Enrollment

	Boys	Girls	Total
**1922.....	82	99	181
*1921.....	177	173	350
Decrease	95	74	169

**41 boys and 37 girls were enrolled in the 9th grade of these schools.

* 60 boys and 65 girls were enrolled in the 9th grade of these schools.

Average Enrollment, Average Attendance and Per Cent of Attendance

	Average enrollment	Average attendance	Per cent of attendance
1922.....	166	154	92.5
1921.....	270	233	86.8
Increase.....			5.7
Decrease.....	104	79	

Comparative Summer School Statistics For the Last Ten Years

Year	No. of Teachers	No. of Classes	Total Enrollment	Average Enrollment	Average Attendance
1913.....	494	365	16,021	12,869	11,488
1914.....	601	471	21,290	18,008	16,411
1915.....	774	552	24,772	20,941	19,288
1916.....	709	490	18,231	9,742	8,796
1917.....	713	493	20,951	17,394	15,519
1918.....	700	493	19,921	16,542	14,875
1919.....	712	500	19,199	16,851	15,068
1920.....	562	401	14,726	12,467	11,302
1921.....	597	438	17,027	14,548	13,206
1922.....	525	384	16,151	14,099	13,016

PLAYGROUNDS

SUMMER PLAYGROUNDS (SCHOOL)—FOR 1921

PLAYGROUND	Average Daily Attendance						Teachers	
	Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Men	Women
	Boys	Girls	Boys	Girls	Boys	Girls		
							Total	
July 11—Aug. 26, 1921								
Day								
Avon Avenue.....	124	84	139	115	39	33	534	2 4
Bergen Street.....	118	98	163	132	51	33	595	3 4
Camden Street.....	253	307	229	279	.....	2	1,070	2 5
Central Avenue.....	131	133	163	162	9	7	605	3 4
Fourteenth Avenue.....	106	124	112	124	62	66	594	2 5
Franklin.....	214	269	141	157	.....	.....	781	3 4
Hamilton.....	71	77	76	98	13	16	351	2 4
Hawkins Street.....	220	217	199	223	.....	.....	859	2 4
Madison.....	82	80	77	76	.....	.....	315	3 4
Milford.....	189	197	137	137	38	40	738	3 5
Monmouth Street.....	194	200	176	202	.....	.....	772	2 4
Montgomery.....	150	152	154	151	.....	.....	607	2 4
Robert Treat.....	193	203	179	174	.....	.....	749	3 5
South Street.....	108	125	103	108	.....	.....	444	2 3
South Eighth Street.....	132	139	127	128	129	129	784	2 4
Sussex Avenue.....	69	49	164	124	20	17	443	2 4
Washington Street.....	122	130	112	82	6	27	479	2 4
Total.....	2,476	2,584	2,451	2,472	367	370	10,720	*42 *73
Evening								
†Camden Street.....	279	225	264	168	203	134	1,273	1 1
†Central Avenue.....	121	101	178	126	83	47	656	1 1
††Sussex Avenue.....	57	38	115	80	46	30	366	1 1
†Washington Street.....	89	104	133	136	75	93	630	1 1
Total.....	546	468	690	510	407	304	2,925	4 4

† Open 1 evening per week.

†† Open every evening but Saturday and Sunday.

* Includes 2 men and 2 women supervisors of special subjects.

FOR 1922

PLAYGROUND	Average Daily Attendance						Teachers	
	Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Men	Women
	Boys	Girls	Boys	Girls	Boys	Girls		
							Total	
July 10—Aug. 25, 1922								
Avon Avenue.....	74	75	68	61	30	19	327	1 2
Bergen Street.....	113	101	139	114	101	63	631	1 2
Camden Street.....	123	108	148	126	27	26	558	2 2
Central Avenue.....	143	141	142	142			568	1 2
Fourteenth Avenue.....	87	76	82	70	62	47	424	1 2
Franklin.....	131	135	127	126	31	30	580	1 2
Hawkins Street.....	50	56	57	68	50	57	338	1 2
Milford.....	164	159	162	155	29	29	698	2 2
Monmouth Street.....	111	108	92	104			415	2 2
Montgomery.....	50	46	49	44	19	15	223	1 2
Robert Treat.....	192	187	135	125			639	2 2
South Street.....	96	89	83	82	49	43	442	1 2
South Eighth Street.....	63	59	66	61	28	28	305	2 1
Washington Street.....	47	97	77	51	30	31	333	1 2
Total.....	1,444	1,437	1,427	1,329	456	388	6,481	*20 27

* Includes 1 man supervisor.

Comparative Statistics Summer Playgrounds for the Last Five Years

	No. of Playgrounds	No. of Teachers	Average Attendance
1918.....	21	135	10,223
1919.....	21	134	10,294
1920.....	14	96	8,714
1921.....	17	115	10,720
1922.....	14	47	6,481

AFTER-SCHOOL PLAYGROUNDS FOR 1920-1921

PLAYGROUND	Average Daily Attendance							Teachers	
	Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
	Boys	Girls	Boys	Girls	Boys	Girls			
Oct. 4—Nov. 30, 1920, April 4—June 30, 1921									
Day									
Bergen Street.....	79	87	84	68	6	5	329	1	1
Camden Street.....	58	54	90	78	12	10	302	1	1
Fourteenth Avenue.....	102	76	130	72	.....	.....	380	1	1
Hamilton.....	32	30	64	62	27	29	244	1	1
McKinley.....	89	72	161	108	57	33	520	1	1
South Eighth Street.....	45	38	83	63	10	6	245	1	1
Washington Street.....	47	45	53	49	2	1	197	1	1
Total.....	452	402	665	500	114	84	2,217	7	7
July 5—Aug. 26, 1921:									
Day									
McKinley.....	193	142	225	164	16	10	750	1	1
Monteith.....	66	104	166	169	.....	.....	505	1	1
Newton.....	151	258	181	180	.....	.....	770	1	1
Webster.....	73	68	64	62	1	.....	268	1	1
Total.....	483	572	636	575	17	10	2,293	4	4
Sept. 1, 1920—Aug. 26, 1921:									
Evening									
††McKinley.....	253	173	308	240	235	176	1,385	1	1

†† Open every day but Saturday and Sunday.

FOR 1921-1922

PLAYGROUND	No. of weeks open	Average Daily Attendance							Teachers	
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Tot.		
		Boys	Girls	Boys	Girls	Boys	Girls			
		Men	Wom.							
*Oct. 3—Nov. 30, 1921:										
Day										
Bergen Street.....	9	66	51	74	45	.....	.....	236	1	1
Camden Street.....	9	72	68	56	50	24	20	290	1	1
Fourteenth Avenue..	9	75	71	77	68	.....	.....	291	1	1
Franklin.....	9	55	54	67	46	14	8	244	1	1
Hamilton.....	9	36	35	55	52	48	44	270	1	1
Washington St.....	9	80	83	104	192	5	5	469	1	1
Total.....		384	362	433	453	91	77	1800	6	6
Aug. 29, 1921—Aug. 25, '22:										
Day										
**McKinley.....	50	121	67	134	73	.....	.....	395	1	1
Evening										
†McKinley.....	51	109	52	122	66	97	45	491	1	1

**Closed Easter and Christmas weeks.

†Closed Christmas week.

*Not open during April, May and June, 1922.

*Comparative Statistics After School Playgrounds for
Last Five Years (During school year)*

	Number of playgrounds	Number of teachers	Average attendance
1917-18.....	6	12	1,467
1918-19.....	7	14	*2,124
1919-20.....	8	16	2,344
1920-21.....	7	14	2,217
1921-22.....	7	14	†2,686

* Includes 320 at the McKinley Evening Playground.

† Includes 491 at the McKinley Evening Playground.

*Comparative Statistics After School Playgrounds for
Last Three Years (During summer)*

	Number of playgrounds	Number of teachers	Average attendance
1920.....	4	8	1,921
1921.....	4	8	2,293
1922.....	1	2	

ALL-YEAR PLAYGROUNDS FOR 1920-1921

PLAYGROUND	Average Daily Attendance							Teachers	
	Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
	Boys	Girls	Boys	Girls	Boys	Girls			
Sept 1, 1920—July 9, 1921:									
Day									
Morton Street.....	45	41	119	84	7	3	299	1	1
Prince Street.....	47	42	147	100	13	8	357	1	1
South Canal Street.....	54	47	85	47			233	1	1
Summer Avenue.....	37	36	90	84	14	10	271	1	1
Total.....	183	166	441	315	34	21	1,160	4	4
July 11, 1921—Aug. 27, 1921:									
Day									
Morton Street.....	102	108	107	81	81	39	518	1	1
Prince Street.....	49	39	71	61	62	54	336	1	1
South Canal Street.....	50	42	70	36	3	1	202	1	1
Summer Avenue.....	54	48	55	46	46	42	291	1	1
Total.....	255	237	303	224	192	136	1,347	4	4
Sept. 1, 1920—Aug. 27, 1921:									
*Evening									
Morton Street.....	104	99	94	65	84	39	485	1	....
Prince Street.....	56	47	87	71	82	67	410	1	....
South Canal Street.....	48	37	58	28	22	9	202	1	....
Total.....	208	183	239	164	188	115	1,097	3	....

* Open every evening but Sunday.

FOR 1921-1922

PLAYGROUND	No. of weeks open	Average Daily Attendance							Teachers	
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Tot.		
		Boys	Girls	Boys	Girls	Boys	Girls		Men	Wom.
Aug. 29, 1921-July 8, '22: Day										
Morton Street.....	45	59	55	77	70	2	1	264	1	2
Prince Street.....	45	59	45	68	44	35	25	276	1	2
Summer Avenue.....	45	61	52	58	48	50	35	304	1	1
Total.....		179	152	203	162	87	61	844	3	5
Evening										
Morton Street.....	45	50	45	63	51	18	12	239	1	.....
Prince Street.....	45	43	14	46	11	36	7	157	1	.....
Total.....		93	59	109	62	54	19	396	2	.....
July 10, 1922-Aug. 26, '22: Day										
Morton Street.....	7	65	59	88	76	.....	.....	288	1	2
Prince Street.....	7	62	46	84	51	47	32	322	1	2
Summer Avenue.....	7	75	63	67	53	54	30	342	1	1
Total.....		202	168	239	180	101	62	952	3	5
Evening										
Morton Street.....	7	56	51	73	56	20	12	268	1	.....
Prince Street.....	7	54	35	67	28	68	19	271	1	.....
Total.....		110	86	140	84	88	31	539	2	.....

*Comparative Statistics All-Year Playgrounds for Last
Three Years (during school year)*

	Number of playgrounds	Number of teachers	Average attendance
1919-20.....	7	14	1,516
1920-21.....	4	8	1,160
1921-22.....	3	8	*1,240

* Includes 396 for evening attendance.

*Comparative Statistics All-Year Playgrounds for Last
Four Years (during summer)*

	Number of playgrounds	Number of teachers	Average attendance
1919.....	7	14	1,652
1920.....	5	10	1,418
1921.....	4	8	1,347
1922.....	3	8	*1,491

*Includes 539 for evening attendance.

SOCIAL AND RECREATIONAL CENTERS

September 1920-August 1921

Social Centers

	Total No. of evenings for year	Aggregate attendance for year	Average attendance per night
Avon Avenue.....	33	3,569	108
Belmont Avenue.....	42	4,109	98
Carteret	21	2,607	124
Fourteenth Avenue	27	1,411	52
Monteith	31	4,086	132
All Centers	154	15,782	514

Recreational Centers

Hawthorne	20	9,783	489
McKinley	20	4,748	237
Ridge	21	1,346	64
All Centers/	61	15,877	790

Summary

Social	154	15,782	514
Recreational	61	15,877	790
Total	215	31,659	1,304

September 1921-August 1922

Social Centers

	Total No. of evenings for year	Aggregate attendance for year	Average attendance per night
Avon Avenue	33	11,389	345
Belmont Avenue	42	5,775	138
Carteret	39	6,870	176
Fourteenth Avenue	43	6,277	146
Monteith	28	1,663	59
All centers	185	31,974	864

Recreational Centers

Hawthorne	28	10,070	360
McKinley	25	5,595	224
Ridge	38	1,119	29
All centers	91	16,784	613

Summary

Social	185	31,974	864
Recreational	91	16,784	613
Total	276	48,758	1,477

Comparative Statistics Social Centers for Last Five Years

	No. of Centers	Aggregate attendance for year	Average attendance per night
1917-18.....	6	45,610	1,063
1918-19.....	4	30,087	668
1919-20.....	4	20,071	577
1920-21.....	5	15,782	514
1921-22.....	5	31,974	864

Comparative Statistics Recreational Centers for Last Two Years

	No. of Centers	Aggregate attendance for year	Average attendance per night
1920-21.....	3	15,877	790
1921-22.....	3	16,784	613

EVENING SCHOOLS

*Summary of Evening School Statistics for the School
Year 1920-1921*

	Total No. enrolled	Average daily attendance	Total No. teachers
Technical			
Fawcett School of Industrial Arts	1,573	743	39
Boys' Vocational	277	170	12
Total	1,850	913	51
Vocational High			
Bergen Street	861	286	20
Central High	1,680	719	47
East Side High.....	897	402	27
Franklin	344	148	10
Joseph E. Haynes.....	624	190	14
Robert Treat	762	283	24
Total	5,168	2,028	142
Gymnasiums—			
Barringer High	245	53	2
Madison	140	39	2
Total	385	92	4
Elementary—			
Abington Avenue	223	120	7
Bergen Street.....	139	61	5
Carteret	398	206	8
Central Avenue.....	527	173	9
Cleveland	678	285	10
East Side High.....	68	58	
Franklin	535	269	12
Joseph E. Haynes.....	944	378	16
Lafayette	832	310	15
Monteith	286	157	8
Robert Treast	270	192	9
South Tenth Street.....	386	158	8
Total	5,286	2,367	107
Deaf	48	30	6
Americanization Classes—			
Charlton Street	26	9	1
Milford	25	18	1
Newton	5	3	1
Webster	6	5	1
Total	62	35	4
Grand Total.....	12,799	5,465	*333

* Includes supervisors and special teachers.

*Summary of Evening School Statistics for the School
Year 1921-1922*

	Total No. enrolled	Average daily attendance	Total No. teachers
Technical—			
Fawcett School of Industrial Arts	1,694	891	41
Boys' Vocational	305	182	13
Total	1,999	1,073	54
Vocational High—			
Bergen Street	1,071	307	30
Central C. & M. T.....	1,970	867	54
East Side C. & M. T.....	985	462	30
Franklin	636	254	13
Joseph E. Haynes.....	724	265	18
Robert Treat	843	338	23
Total	6,229	2,493	168
Gymnasiums—			
Barringer High	301	66	2
Madison	140	48	2
Total	441	114	4
Elementary—			
Abington Avenue	256	154	9
Bergen Street	259	119	6
Carteret	378	227	10
Central Avenue.....	563	211	10
Cleveland	785	371	15
Franklin	583	295	13
Joseph E. Haynes.....	1,116	536	22
Lafayette	711	286	14
Monteith	303	167	9
Robert Treat	352	218	10
South Tenth Street.....	530	227	11
Total	5,836	2,811	129
Deaf	43	28	4
Americanization Classes—			
Charlton Street	32	11	1
McKinley	22	4	1
Milford	82	20	2
Total	136	35	4
Grand Total.....	14,684	6,854	*383

* Includes supervisors and special teachers.

Comparative Statistics for the Last Five Years

Year	No. of teachers	Total enrollment	Average enrollment	Average attendance	Per cent of attendance
1918.....	414	14,171	7,293	5,928	81.2
1919.....	348	12,207	5,495	4,379	79.7
1920.....	359	12,766	6,407	5,238	82.
1921.....	333	12,799	6,566	5,465	83.5
1922.....	383	14,684	7,860	6,554	83.4

DAY SCHOOLS—1920-1921

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment					Average Enrollment	Average Attendance	Per Cent. of Attendance	No. Who Have Not Been Absent or Tardy During Year	Times Tardy	Number of Sessions Truant	Number Suspended or Expelled During Year	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Col'ge	Grammar						Special	Kindergarten	Primary	Grammar	Men	Women
JUNIOR COLLEGE	88	33	121	.....	.....	121	.....	108	104	96.	.....	.....	.....	.....	.....	.....	8	3
SENIOR HIGH	916	693	1,609	.....	High	.....	.....	1,544	1,449	93.9	.....	.....	.....	.....	.....	.....	32	29
Barringer High.....	1,238	1,410	2,648	.....	2,648	.....	.....	1,854	1,686	90.9	242	4,929	.....	.....	.....	.....	32	29
Central C. & M. T. High.....	415	446	861	.....	861	.....	.....	892	844	94.6	54	7,508	.....	.....	.....	.....	31	30
East Side C. & M. T. High.....	760	510	1,270	.....	1,270	.....	.....	1,218	1,136	93.2	64	3,665	.....	.....	.....	.....	27	32
South Side High.....	3,329	3,059	6,388	.....	6,388	.....	.....	5,508	5,115	92.	306	2,480	.....	.....	.....	.....	149	113
Total Senior High.....	45	37	82	.....	82	.....	.....	195	182	93.3	.....	.....	.....	.....	.....	.....	3	5
JUNIOR HIGH	278	350	628	.....	.....	82	628	531	495	93.1	.....	.....	.....	.....	.....	13	1	13
Cleveland Jr. High—9th grade.....	323	387	710	.....	.....	82	628	726	677	93.3	.....	.....	.....	.....	.....	.....	4	18
Cleveland Jr. High—7th & 8th gr....	47	75	122	.....	.....	122	.....	132	123	93.3	.....	.....	.....	.....	.....	.....	4	2
Madison Jr. High—9th grade.....	153	135	288	.....	.....	.....	288	311	392	93.5	18½	.....	.....	.....	.....	10	1	10
Madison Jr. High—7th & 8th gr....	200	210	410	.....	.....	122	288	443	415	93.5	22	.....	.....	.....	.....	.....	5	12
Total.....											40½	.....	.....	.....	.....	.....

DAY SCHOOLS 1920-1921—Continued

NAME OF SCHOOL	Enrollment					Average Enrollment	Per Cent. of Attendance	No. Who Have Not Been Absent or Tardy During Year	Times Tardy	Number of Sessions Truant	Number Suspended or Expelled During Year	Number of Classes				Teachers			
	Boys	Girls	Total	Kindergarten								Primary	Grammar	Special	Kindergarten	Primary	Grammar	Men	Women
Lincoln.....	314	285	599	78	302	219	525	473	90.	19	896	8	.....	2	7	6	.....	15
Madison (Kdg.—6th gr.).....	627	608	1,235	154	702	379	1,049	1,017	89.5	20	1,976	23	.....	2	9	16	4	35
Millford.....	728	685	1,413	189	725	499	1,242	1,129	90.9	13	1,362	83	3	3	17	13	2	34	
Monmouth Street.....	595	538	1,133	178	556	399	1,000	909	90.9	13	933	60	4	3	11	12	2	26	
Montgomery.....	512	538	1,050	190	552	308	898	796	88.7	3	990	73	1	3	12	8	2	24	
Moses Bigelow.....	929	970	1,899	282	949	668	1,713	1,566	91.4	17	234	152	6	1	3	20	1	45	
Ridge.....	409	370	779	96	350	333	682	611	89.7	11	405	15	.....	.....	2	7	8	17
Robert Treat (Kdg.—6th gr.).....	1,105	1,057	2,162	276	1,278	608	1,902	1,723	90.6	34	1,253	.....	.....	.....	4	29	5	50
Roseville Avenue.....	251	244	495	97	327	71	399	349	87.5	5	659	19	.....	.....	2	7	2	17
South Street.....	602	601	1,203	254	709	240	1,046	934	89.2	3	2,109	58	5	3	16	5	2	24	
South Eighth Street.....	708	790	1,498	159	694	645	1,295	1,193	92.1	18	852	19	.....	.....	2	15	2	34
South Market Street.....	340	347	687	119	310	258	609	565	92.7	21	410	65	1	2	7	1	1	16	
South Tenth Street.....	530	474	1,004	136	454	414	913	844	92.5	30	176	115	1	2	10	11	1	24	
Speedway Avenue.....	193	206	399	109	257	33	340	311	91.4	18	421	2	.....	.....	2	6	1	10
Summer Avenue.....	513	507	1,020	89	507	424	863	765	88.6	13	1,007	66	.....	.....	2	10	9	21
Summer Place.....	232	200	432	84	269	79	361	318	88.1	13	279	14	.....	.....	2	5	2	9
Sussex Avenue.....	522	523	1,045	108	516	421	947	838	88.4	11	1,885	208	.....	.....	2	10	1	23
Walnut Street.....	139	152	291	133	158	421	276	251	90.7	2	498	164	.....	.....	2	6	.....	8
Warren Street.....	531	542	1,073	245	739	89	895	841	93.9	40	1,245	91	.....	.....	3	15	2	22
Washington Street.....	488	441	929	132	471	326	738	678	91.8	15	732	72	.....	1	3	10	8	21
Waverly Avenue.....	354	322	676	76	445	155	604	545	90.1	3	131	16	1	.....	2	10	4	16
West Side.....	789	768	1,557	191	727	639	1,385	1,267	91.6	22	486	23	.....	.....	3	18	4	43
Total Elementary.....	26,253	25,839	52,092	7,696	26,977	17,419	45,347	41,227	90.7	906	42,292	8,853	65	4	110	565	459	1,189	
Total Elementary and All Year.....	34,939	34,067	69,006	10,549	35,680	22,777	58,284	52,990	90.7	1,371	65,722	20,065½	104	7	143	743	586	1,556	

SPECIAL SCHOOLS													
<i>Vocational</i>													
Boys' Vocational.....	272	204	272	224	213	95.4	5	236	72	10	.....	.....	12
Girls' Vocational.....	2,226	2,415	2,226	189	163	90.2	4	59	.....	4	.....	.....	7
Boys' Continuation.....	.....	.....	.....	145	129	88.7	.....	1,201	.....	.....	.....	.....	.....
Girls' Continuation.....	.....	.....	.....	263	227	86.2	.....	1,771	.....	.....	.....	.....	.....
Continuation (part time).....	19	19	19	16	15	96.2	.....	.....	.....	1	.....	.....	1
Total Vocational.....	2,517	2,619	5,136	837	747	91.1	9	3,267	72	15	.....	.....	20
<i>Ungraded</i>													
Ungraded No. 1.....	41	.....	41	43	41	95.5	.....	181	148	2	.....	.....	1
Ungraded No. 2.....	43	.....	43	41	39	95.2	.....	94	240	2	.....	.....	1
Academy St., Ungraded.....	19	.....	19	20	19	97.8	.....	89	31	1	.....	.....	.....
Total Ungraded.....	103	.....	103	104	99	95.7	.....	364	419	5	.....	.....	2
<i>Binet</i>													
Binet No. 1 (State Street).....	98	43	141	139	122	87.7	.....	1,960	274½	1	.....	.....	.....
Binet No. 2 (Coe's Place).....	89	42	131	127	112	88.	.....	942	.....	8	.....	.....	9
Binet No. 3 (Alveta Street).....	60	19	79	79	68	86.5	.....	842	214	8	.....	.....	8
Moses Bigelow Binet.....	18	14	32	33	30	91.1	.....	68	.....	5	.....	.....	5
Robert Treat Binet.....	37	32	69	82	76	92.7	.....	377	.....	2	.....	.....	2
Waverly Avenue Binet.....	20	11	31	29	25	85.8	.....	230	10	2	.....	.....	.....
Total Binet.....	322	161	483	489	433	88.5	.....	4,419	498½	1	.....	.....	1
<i>Open Window</i>													
Camden Street Open Window.....	11	15	26	29	26	90.5	.....	45	.....	.....	.....	.....	.....
Carveret Open Window.....	9	19	28	28	25	88.9	.....	15	.....	.....	.....	.....	1
John Catlin Open Window.....	13	11	24	21	3	88.7	.....	39	.....	.....	.....	.....	1
Joseph E. Haynes Open Window.....	5	20	25	26	23	88.7	.....	23	.....	.....	.....	.....	1
Lafayette Open Window.....	8	11	19	27	25	91.1	.....	27	.....	.....	.....	.....	1
Lawrence Street Open Window.....	11	24	35	29	27	91.5	.....	16	6	.....	.....	.....	1
McKinley Open Window.....	11	14	25	2	28	92.5	.....	67	8	.....	.....	.....	1
Milford Open Window.....	14	12	26	2	28	96.	.....	92.5	.....	.....	.....	.....	1
Montgomery Open Window.....	12	16	28	16	30	86.2	.....	102	1	.....	.....	.....	1
Moses Bigelow Open Window.....	13	16	29	17	28	88.5	.....	109	.....	.....	.....	.....	1
South Market St. Open Window.....	15	8	23	21	28	88.4	.....	2	.....	.....	.....	.....	1
Total Open Window.....	133	180	313	232	307	91.4	.....	422	15	.....	.....	.....	12

DAY SCHOOLS 1920-1921—Continued

NAME OF SCHOOL	Enrollment				Average Enrollment	Per Cent. of Attendance	No. Who Have Not Been Absent or Tardy During Year	Times Tardy	Number of Sessions Truant	Number Suspended or Expelled During Year	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten							Primary	Grammar	Special	Kindergarten	Primary	Grammar	Men	Women
Elizabeth Ave. Open Air.	26	40	66		48	42	88.9						1			2
Total Open Window and Open Air.	159	220	379		387	349	90.1	28	422	15			13			14
Robert Treat Blind.	6	1	7		6	5	89.8		6							1
Washington Street Blind.	7	7	14		13	12	93.4	2								2
Total Blind.	13	8	21		19	17	93.2	2	6							3
School for Deaf.	49	41	90		83	75	90.4		401	14						14
Belmont Avenue Crippled.	8	9	17		42	38	93.4									2
Franklin Crippled.	53	36	89		30	30	100.									1
Total Crippled.	61	45	106		72	68	97.									3
Total Special.	3,224	3,094	6,318		1,991	1,788	90.6	39	8,879	1	66		13		23	95
SUMMARY																
Junior College.	88	33	121		108	104	96.	14							8	3
Senior High.	3,329	3,059	6,388		5,508	5,115	92.	161	18,582	306					149	113
Junior High.	779	838	1,617		1,316	1,542	93.	13	587	40				35	10	46
Elementary.	34,939	34,067	69,006	10,549	22,777	58,284	90.7	1,371	65,722	20,065	104	7	143	743	586	1,556
Special.	3,224	3,094	6,318		1,991	1,788	90.6	39	8,879	1	66		13		23	95
					121	Primary										
					35,937	College										
					6,689	High										
					5,939	Special										
Grand Total.	42,359	41,091	83,450	10,549	48,686	24,215	61,539	91.	1,598	93,770	21,430	105	79	143	621	*318, *1,850
† Analyzed as primary 257; in other special schools and classes not reported as 257.																

† Analyzed as primary 257; in other special schools and classes not separated, 5,939.

‡ Includes 6 classes for speech improvement, composed of pupils enrolled in regular classes.

* Includes supervisors and special teachers of manual training, cooking and speech improvement.

DAY SCHOOLS—1921-1922

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment						Average Enrollment	Average Attendance	Per Cent. of Attendance	No. Who Have Not Been Absent or Tardy During Year	Times Tardy	Number of Sessions Truant	Number Suspended or Expelled During Year	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar								Special	Kindergarten	Primary	Grammar	Men	Women
Junior College.....	100	44	144	.....	Col'ge 144	.....	121	117	96.9	3	.....	.....	.....	.....	.....	.....	.....	8	4
SENIOR HIGH																			
Barringer High.....	980	726	1,706	.....	High 1,706	.....	1,586	1,486	93.7	44	5,711	268	6	.....	.....	.....	.....	31	34
Central C. & M. T. High.....	1,358	1,331	2,689	.....	2,689	.....	2,054	1,843	89.7	.....	7,395	14	.....	.....	.....	.....	.....	62	31
East Side C. & M. T. High.....	559	612	1,171	.....	1,171	.....	1,176	1,107	94.1	63	3,460	325	.....	.....	.....	.....	.....	31	33
South Side High.....	825	524	1,349	.....	1,349	.....	1,312	1,217	92.7	42	4,018	.....	.....	.....	.....	.....	.....	26	36
Total Senior High.....	3,722	3,193	6,915	.....	6,915	.....	6,128	5,653	92.1	149	20,584	607	6	.....	.....	.....	.....	150	134
JUNIOR HIGH																			
Cleveland Jr. High—9th gr.....	196	200	396	.....	396	.....	472	439	92.9	.....	.....	37	5	.....	.....	.....	.....	5	10
Cleveland Jr. High—7th & 8th gr.....	261	315	576	.....	.....	576	469	432	.....	4	.....	7	.....	.....	.....	.....	.....	.....	9
Total.....	457	515	972	.....	396	576	941	871	92.6	4	.....	44	5	.....	.....	.....	.....	5	19
Madison Jr. High—9th gr.....	135	133	268	.....	268	.....	287	266	93.5	8	201	.....	.....	.....	.....	.....	.....	2	8
Madison Jr. High—7th & 8th gr.....	173	166	339	.....	.....	339	338	311	.....	6	211	4	.....	.....	.....	.....	.....	1	7
Total.....	308	299	607	.....	268	339	625	577	92.4	14	412	4	.....	.....	.....	.....	.....	3	15

DAY SCHOOLS 1921-1922—Continued

NAME OF SCHOOL	Enrollment					Average Attendance	Per Cent. of Attendance	Been Absent or Tardy During Year	Times Tardy	Number of Sessions Truant	Number Suspended or Expelled During Year	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar						Special	Kindergarten	Primary	Grammar	Men	Women
Robert Treat Jr. High—9th gr.	145	158	303		303		92.8	16	20							2	9
Robert Treat Jr. High—7th & 8th	244	220	464			464		10	80							1	10
Total.....	389	378	767		303	464	92.7	26	100							3	19
Total Junior High.....	1,154	1,192	2,346		967	1,379	92.6	44	512	48	5					11	53
ALL YEAR																	
Abington Avenue.....	961	897	1,858	348	993	517	91.6	5	3,067	1,326	1		4	22	13	6	41
Belmont Avenue.....	1,130	1,027	2,157	288	1,154	715	90.9		2,903			1	3	22	17	3	45
Cleveland (K'd g—6th grade)	859	821	1,680	257	910	513	90.1	1		56			3	16	10	5	35
Grace M. Duffy (Newton)	1,162	1,049	2,211	422	1,107	682	90.4	6	4,476	1,361	10		5	22	16	2	47
Lafayette.....	1,331	1,367	2,698	366	1,291	1,041	86.9	12	3,411	3,204	10	1	4	27	24	5	58
McKinley.....	1,497	1,359	2,856	555	1,542	759	93.4	59	6,347	3,134	14	1	7	35	20	4	69
Monteith.....	1,064	1,009	2,073	380	1,048	645	89.5	2	908	488			4	20	14	4	45
Webster.....	812	816	1,628	291	881	456	94.5	35	1,532	272	2		3	19	13	2	36
Total All Year.....	8,816	8,345	17,161	2,907	8,926	5,328	90.8	120	22,644	9,841	37	3	33	183	127	31	376
ELEMENTARY																	
Alexander Street.....	548	489	1,037	112	432	493	92.5	44	543	31			2	10	13	3	25
Avon Avenue.....	888	841	1,729	211	824	694	90.5	18	1,162	86	4		3	16	17	2	37
Bergen Street.....	894	905	1,799	205	825	769	91.3	38	1,226	23	2	1	3	16	19	2	40
Berkeley.....	650	617	1,267	177	591	499	91.2	22	210	64			2	14	13	1	31
Bruce Street.....	167	155	322	138	184	319	88.8	2	466					7			9
Burnet.....	804	82	1,616	207	842	567	88.1	36	1,504	1,200	7		2	17	14	2	35
Canden Street.....	606	638	1,244	294	701	249	92.1	6	1,856	226	2		4	16	6	2	26
Carteret.....	835	809	1,644	270	780	594	92.4	47	956	162			4	19	14	2	38

Central Avenue.....	909	893	1,802	128	880	794	1,587	1,458	91.8	63	1,509	1,480	10	1	2	18	18	6	40
Charlton Street.....	822	882	1,074	292	781	601	1,388	1,271	91.6	12	863	88	.....	.....	4	18	18	.....	37
Chestnut Street.....	481	945	1,074	124	499	322	792	709	89.5	9	1,047	449	.....	.....	2	16	16	.....	24
Dayton.....	44	61	1,232	.....	79	.....	66	60	91.	1	30	.....	.....	.....	2	12	12	.....	2
Elizabeth Avenue.....	188	621	1,354	158	594	480	1,064	959	90.1	30	595	111	.....	.....	2	12	12	.....	27
Fourth Avenue.....	181	611	1,289	91	253	.....	254	225	88.4	2	58	.....	.....	.....	3	13	13	.....	6
Franklin.....	678	611	1,344	210	637	442	1,178	1,067	90.5	28	767	78	.....	.....	3	13	13	.....	28
Garfield.....	1,122	1,162	2,284	347	1,951	786	2,070	1,944	93.8	119	3,716	1,088	4	.....	5	26	18	.....	37
Hamilton.....	764	703	1,467	218	696	553	1,294	1,179	91.1	34	699	453	.....	.....	3	16	14	.....	34
Hawkins Street.....	891	376	1,767	156	818	793	1,514	1,352	89.3	16	2,288	1,671	2	.....	2	18	19	.....	43
Hawthorne.....	468	462	930	141	596	193	794	724	91.2	14	515	51	.....	.....	2	12	12	.....	4
John Cattle.....	704	674	1,378	154	676	548	1,242	1,121	90.2	17	2,174	28	.....	.....	2	16	15	.....	18
Joseph E. Haynes.....	1,098	1,127	2,225	271	1,206	748	2,002	1,804	90.1	38	2,138	2,437	4	.....	3	26	19	.....	52
Lawrence Street.....	889	964	1,853	269	983	601	1,625	1,467	90.4	30	1,956	212	1	.....	4	21	15	.....	41
Lincoln.....	124	108	232	57	175	.....	175	161	92.2	1	386	9	.....	.....	4	4	2	.....	6
Madison (Kd'g—6th grade).....	255	244	499	75	245	179	441	404	91.6	19	573	5	.....	.....	2	6	5	.....	13
Millford.....	589	573	1,162	170	647	345	1,047	905	86.5	12	1,711	47	.....	.....	2	16	8	.....	35
Monmouth Street.....	748	680	1,428	171	717	540	1,340	1,211	90.3	17	1,200	80	2	.....	13	18	3	.....	35
Montgomery.....	567	512	1,079	153	529	397	967	876	90.6	12	896	4	.....	.....	3	12	11	.....	26
Moses Bigelow.....	484	539	1,023	172	539	312	862	770	89.3	5	1,129	97	5	.....	3	12	8	.....	24
Ridge.....	883	896	1,779	227	842	709	1,618	1,473	91.	51	322	156	10	1	2	19	18	.....	44
Robert Treat (Kd'g—6th gr.).....	391	389	780	102	357	321	667	609	91.4	19	928	42	.....	.....	2	7	8	.....	17
Roseville Avenue.....	1,123	1,070	2,193	273	1,344	576	1,841	1,671	90.8	38	928	.....	.....	.....	4	25	13	.....	47
South Street.....	239	230	469	94	300	75	384	340	88.6	6	546	35	.....	.....	2	7	5	.....	11
South Eighth Street.....	626	588	1,214	229	769	216	1,037	936	89.4	17	1,315	215	.....	.....	2	17	5	.....	11
South Market Street.....	700	733	1,433	138	649	646	1,235	1,137	92.	15	554	711	4	.....	3	15	16	.....	25
South Tenth Street.....	398	387	785	133	352	300	688	632	92.3	14	510	189	.....	.....	2	15	16	.....	34
Speedway Avenue.....	550	491	1,041	140	469	432	926	850	91.8	35	146	232	.....	.....	2	8	8	.....	17
Summer Avenue.....	230	250	480	137	343	309	386	358	92.8	13	488	47	.....	.....	2	10	11	.....	24
Summer Place.....	501	503	1,004	102	509	393	853	748	87.7	14	1,063	132	10	.....	2	7	.....	.....	10
Sussex Avenue.....	227	185	412	76	274	62	349	304	87.2	9	284	6	.....	.....	2	11	8	.....	20
Walnut Street.....	535	530	1,065	122	486	457	957	860	89.9	9	1,415	106	.....	.....	2	9	11	.....	23
Warren Street.....	164	155	319	140	719	.....	288	255	88.5	8	596	89	.....	.....	2	6	.....	.....	8
Washington Street.....	536	539	1,075	249	741	85	904	849	93.9	57	1,164	84	.....	.....	1	15	2	.....	22
West Avenue.....	452	433	885	95	451	339	721	662	91.8	14	611	44	.....	.....	2	11	6	.....	19
Waverly Avenue.....	420	364	783	141	483	160	706	640	90.7	17	197	11	.....	.....	2	9	5	.....	2
West Side.....	877	831	1,708	196	797	715	1,509	1,371	90.9	17	449	54	.....	.....	3	17	18	.....	43
Total Elementary.....	26,680	26,096	52,776	7,565	27,226	17,985	46,320	42,069	90.8	1,009	42,703	10,191	70	4	113	593	446	84	1,214
Total Elem. and All Year.....	35,496	34,441	69,937	10,472	36,152	23,313	59,771	54,275	90.8	1,129	65,347	20,032	107	7	146	776	573	115	1,590

DAY SCHOOLS 1921-1922—Continued

NAME OF SCHOOL	Enrollment					Average Enrollment	Average Attendance	Per Cent. of Attendance	No. Who Have Not Been Absent or Tardy During Year	Times Tardy	Number of Sessions Truant	Number Suspended or Expelled During Year	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary								Grammar	Special	Kindergarten	Primary	Grammar	Men	Women
SPECIAL SCHOOLS																		
Vocational																		
Building Trades	3		3			19	18	95.3	2				1					
Boys' Vocational	281		281			228	218	95.5	6	191	31		10			2		
Girls' Vocational		251	251			214	193	90.3	3	30			4			11	1	
Boys' Continuation	2,135		2,135			118	100	85		833						6	15	
Girls' Continuation		2,081	2,081			136	136	94.2		1,322						1	7	
Continuation (part time)	15		15			12	11	87.3	1				1				7	
Total Vocational	2,434	2,332	4,766			727	676	92.1	10	2,378	31		16			20	24	
Ungraded																		
Ungraded No. 1	36		36			39	37	96.9		187	51½		2			1	2	
Ungraded No. 2	41		41			41	40	97.6		144	64		2			1	2	
Academy Street, Ungraded	17		17			19	19	99.4	4	72	14		1				1	
Total Ungraded	94		94			99	96	97.7	4	403	129½		5			2	5	
Binet																		
Binet No. 1 (State Street)	88	44	132			125	109	87.7	1	1,100	125½		8				9	
Binet No. 2 (Coe's Place)	89	41	130			122	105	85.8	2	93½	588	3				1	8	
Binet No. 3 (Alyea Street)	58	27	85			76	64	84.9		847	266½	1	5				5	
Moses Bigelow Binet	18	15	33			31	27	85.9			30	1	2				2	
Robert Treat Binet	44	40	84			77	73	93.9	1	563			5				5	
Waverly Avenue Binet	24	12	36			30	25	84.3		179	45		2				2	
West Side Binet	1	1	2			24	20	84.5	4				2				2	
Total Binet	322	180	502			485	423	87.4	4	3,627	1,055	5	32			1	33	
Open Window																		
Alexander Open Window	8	10	18			24	22	88.5		39					1		1	
Berkeley Open Window	8	11	19			28	25	89.6		19					1		1	

SUMMER SCHOOLS—1921.
TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

SCHOOL	Enrollment					Average Enrollment	Average Attendance	Per Cent. of Attendance	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar			Kindergarten	Primary	Grammar	Special Promotion	Men	Women
ELEMENTARY	Alexander St.....	206	172	378	15	178	185	340	316	92.9	1	12	14	14
	Avon Avenue.....	393	325	718	43	337	338	624	567	90.4	1	21	26	26
	Bergen St.....	314	305	619	28	260	331	507	449	88.2	1	19	4	19
	Burnet.....	269	277	546	55	313	178	425	386	90.6	1	13	16	16
	Camden St.....	385	408	793	85	515	193	690	622	89.7	1	21	2	24
	Carteret.....	290	346	636	60	347	229	543	495	90.9	1	6	19	19
	Central Avenue.....	332	363	695	67	403	225	607	542	89.0	1	7	2	20
	Charlton St.....	221	218	439	31	191	217	374	332	88.6	1	13	1	14
	Eliot.....	239	213	452	33	230	189	365	328	89.5	1	8	1	14
	Fourteenth Ave.....	438	343	781	112	414	255	676	613	90.	1	19	2	22
	Franklin.....	523	548	1,071	113	614	344	907	839	92.4	1	23	2	28
	Hamilton.....	205	208	413	28	213	172	359	325	89.8	1	11	2	11
	Hawkins St.....	117	112	229	20	168	41	178	160	89.4	1	5	4	7
	Hawthorne.....	258	226	484	22	205	257	415	369	88.8	1	16	4	15
	John Catlin.....	389	387	776	57	420	299	696	635	91.	1	21	3	23
	Joseph E. Haynes.....	301	301	602	39	343	220	518	468	89.6	1	15	4	14

Madison (Kindergarten-6th gr.)	197	171	368	24	192	152	305	264	85.6	1	---	1	9	---	13
Millford	268	241	509	20	283	206	467	433	92.2	1	---	1	16	---	18
Monmouth	239	277	516	21	260	235	456	524	92.6	1	---	1	17	---	15
Moses Bigelow	238	252	490	40	231	219	436	396	90.3	1	---	1	13	---	16
Robert Treat (Kinderg n.-6th)	292	300	592	49	376	167	505	445	88.5	1	---	1	14	---	18
South Street	66	68	134	42	92	-----	88	75	84.4	1	---	1	3	---	4
South 8th St.	293	294	587	35	274	278	456	411	89.5	1	1	1	15	---	19
South Market St.	103	112	215	23	99	93	192	175	89.6	1	---	1	8	---	8
South Tenth St.	223	172	395	26	199	170	349	321	91.1	1	---	1	7	---	13
Sussex Avenue	237	222	459	42	215	202	385	345	89.4	1	---	1	12	---	15
Warren Street	308	339	647	135	427	85	551	516	93.5	2	---	1	13	---	17
Washington Street	180	133	313	36	138	139	238	209	87.4	1	---	1	9	---	12
West Side	221	188	409	22	179	208	376	286	87.8	1	---	1	12	---	12
Total Elementary	7,745	7,521	15,266	1,323	8,116	5,827	12,978	11,746	90.1	30	1	25	382	40	466
HIGH															
Barringer High	912	499	1,411	-----	High 1,411	-----	1,300	1,227	94.4	-----	-----	-----	-----	41	9
Total Senior High	912	499	1,411	-----	1,411	-----	1,300	1,227	94.4	-----	-----	-----	-----	41	9
Madison Junior High	85	105	190	-----	Ninth 72	118	150	131	87.8	-----	-----	-----	-----	4	5
Robert Treat Junior High	92	68	160	-----	53	107	120	102	85.4	-----	-----	-----	-----	3	6
Total Junior High	177	173	350	-----	125	225	270	233	86.8	-----	-----	-----	-----	7	11
Total for all schools	8,834	8,193	17,027	1,323	9,652	6,052	14,548	13,206	90.7	30	1	25	382	88	486

SUMMER SCHOOLS—1922
TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

SCHOOL	Enrollment						Average Enrollment	Average Attendance	Per Cent. of Attendance	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar				Kindergarten	Primary	Grammar	Special Promotion	Men	Women
ELEMENTARY															
Alexander Street.....	266	221	487	38	190	259	450	412	91.4	1	4	.....	8	1	13
Avon Avenue.....	425	430	855	32	426	397	755	695	91.8	1	.....	.....	22	1	25
Bergen Street.....	357	332	689	20	321	348	582	538	92.4	1	.....	.....	19	2	21
Burnet.....	288	324	612	52	329	231	501	450	89.7	1	.....	.....	13	.....	17
Camden Street.....	330	310	640	70	428	142	574	519	89.9	1	.....	.....	17	2	19
Carteret.....	381	400	781	72	472	237	617	555	89.3	1	.....	.....	17	1	20
Central Avenue.....	322	368	690	53	332	305	621	567	91.	1	.....	.....	18	1	21
Charlton Street.....	222	236	458	40	230	188	412	383	93.	1	.....	.....	11	1	13
Fourteenth Avenue.....	412	388	800	112	433	255	712	670	93.6	1	.....	.....	19	2	23
Franklin.....	597	567	1,164	88	653	423	983	912	92.6	1	.....	.....	26	.....	30
Hamilton.....	190	204	394	29	208	157	328	301	91.4	1	.....	.....	10	3	10
Hawthorne.....	271	235	506	26	216	264	432	394	91.1	1	.....	.....	15	3	15
John Catlin.....	484	527	1,011	67	565	379	896	841	93.3	1	.....	.....	26	3	27
Jos. E. Haynes.....	323	348	671	58	380	233	590	541	91.3	1	.....	.....	17	3	17
Milford.....	325	279	604	25	235	244	561	526	93.4	1	.....	.....	16	1	17
Monmouth Street.....	317	349	666	22	357	287	580	540	93.	1	.....	.....	19	3	19

Moses Bigelow.....	302	280	582	43	280	259	534	503	94.	1	3	---	12	3	16
Robert Treat (Kindg'n-6th gr.).....	260	291	551	47	361	143	487	438	89.6	1	---	---	13	---	17
South Eighth Street.....	256	218	474	35	248	191	408	369	90.2	1	---	---	13	---	16
South Market Street.....	176	153	329	34	182	113	275	253	91.1	1	---	---	9	1	10
Sussex Avenue.....	213	194	407	30	171	206	315	288	91.3	1	---	---	9	1	11
Warren Street.....	286	276	562	88	401	73	505	468	91.3	1	---	---	11	1	14
West Side.....	304	256	560	19	261	280	436	394	90.7	1	---	---	14	3	14
Total Elementary.....	7,307	7,186	14,493	1,100	7,779	5,614	12,554	11,557	91.7	23	7	---	354	36	405
HIGH															
Barringer High.....	956	521	1,477	-----	High 1,477	-----	1,379	1,305	94.6	-----	-----	-----	---	39	15
Total Senior High.....	956	521	1,477	-----	1,477 Ninth	-----	1,379	1,305	94.6	-----	-----	-----	---	39	15
Robert Treat Junior High.....	82	99	181	-----	78	103	166	154	92.5	-----	-----	---	---	4	5
Total Junior High.....	82	99	181	-----	78	103	166	154	92.5	-----	-----	---	---	4	5
SUMMARY															
Senior High.....	956	521	1,477	-----	High 1,477	-----	1,379	1,305	94.6	-----	-----	---	---	39	15
Junior High.....	82	99	181	-----	78 Prim'y	103	166	154	92.5	-----	-----	---	---	4	5
Elementary.....	7,307	7,186	14,493	1,100	7,779	5,614	12,554	11,557	91.7	-----	-----	---	---	36	405
Total.....	8,345	7,806	16,151	1,100	Prim'y 7,779 High 1,555	5,717	14,099	13,016	92.2	23	7	---	354	79	425
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EVENING SCHOOLS—1920-1921
 TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment			Average Enrollment	Average Attendance	Per Cent of Attendance	Number of Classes	Teachers	
	Boys	Girls	Total					Men	Women
ELEMENTARY									
English Department									
Abington Avenue.....	134	48	182	117	102	87.2	4	4	2
Bergen Street.....	.....	37	37	17	15	87.7	1	1	1
Carteret.....	274	87	361	210	182	86.7	5	3	4
Central Avenue.....	312	125	437	166	141	85.	4	1	6
Cleveland.....	292	223	515	245	205	83.9	4	3	3
Franklin.....	133	51	184	151	119	79.	6	1	5
Joseph E. Haynes.....	250	254	504	275	212	77.1	7	1	7
Lafayette.....	227	82	309	201	156	77.5	4	2	5
Monteith.....	98	84	182	121	105	86.8	3	3	3
Robert Treat.....	70	26	96	66	61	92.	3	.....	4
South Tenth Street.....	118	121	239	114	99	86.9	4	1	4
Total.....	1,908	1,138	3,046	1,683	1,397	83.	46	19	44
Foreign Department									
Abington Avenue.....	33	8	41	20	18	90.4	1	.....	1
Bergen Street.....	55	47	102	55	46	82.	3	.....	3
Carteret.....	30	7	37	27	24	91.	1	.....	1
Central Avenue.....	67	23	90	38	32	84.5	2	2	.....
Cleveland.....	94	69	163	94	80	85.2	4	1	3
East Side High.....	57	11	68	67	58	86.9	2	.....	.....
Franklin.....	285	66	351	176	150	85.6	6	3	3

Joseph E. Haynes.....	247	193	440	199	166	83.4	8	1	7
Lafayette.....	490	33	523	213	154	72.6	8	1	7
Monteith.....	92	12	104	61	57	85.2	3	1	2
Robert Treat.....	138	36	174	145	131	90.	5	1	4
South Tenth Street.....	81	66	147	70	59	84.	3	.....	3
Total.....	1,669	571	2,240	1,165	970	83.1	46	10	34
HIGH SCHOOLS									
Bergen Street.....	327	534	861	378	286	75.5	.....	13	7
Central High.....	803	877	1,890	872	719	82.5	.....	29	18
East Side High.....	417	480	897	493	402	81.7	.....	16	11
Franklin.....	154	190	344	183	148	80.1	.....	7	3
Joseph E. Haynes.....	272	352	624	253	190	75.1	.....	10	4
Robert Treat.....	371	391	762	321	283	88.2	.....	13	11
Total.....	2,344	2,824	5,168	2,500	2,028	81.1	.....	88	54
GYMNASIUMS									
Barringer High.....	201	44	245	62	53	85.3	.....	2	.....
Madison.....	70	70	140	69	39	57.1	.....	2	.....
Total.....	271	114	385	131	92	70.4	.....	4	.....
VOCATIONAL									
Boys' Vocational.....	277	.....	277	183	170	92.9	.....	12	.....
Fawcett School of Industrial Arts.....	987	586	1,573	831	743	91.1	.....	26	13
Total.....	1,264	586	1,850	1,014	913	91.3	.....	38	13
DEAF									
School for Deaf.....	21	27	48	35	30	88.	.....	.....	6

EVENING SCHOOLS 1920-1921—Continued

NAME OF SCHOOL	* Enrollment			Average Enrollment	Average Attendance	Per Cent of Attendance	Number of Classes	Teachers	
	Boys	Girls	Total					Men	Women
AMERICANIZATION CLASSES									
Charlton Street, 78 Barclay Street.....		26	26	11	9	79.3	1		1
Milford.....	.....	23	25	19	18	93.1	1	.....	1
Newton.....	2	3	5	3	3	70.4	1	.....	1
Webster.....	.....	6	6	5	5	81.8	1	.....	1
Total.....	4	58	62	38	35	89.5	4	.....	4
SUMMARY									
Elementary—English.....	1,908	1,138	3,046	1,683	1,397	83.	46	19	44
Elementary—Foreign.....	1,669	571	2,240	1,165	970	83.1	46	10	34
Total Elementary.....	3,577	1,709	5,286	2,848	2,367	83.1	.....	29	78
High Schools.....	2,344	2,824	5,168	2,500	2,028	81.1	92	88	54
Gymnasiums.....	271	114	385	131	92	70.4	.....	4	.....
Vocational.....	1,264	586	1,850	1,014	913	91.3	.....	38	13
Deaf.....	21	27	48	35	30	88.	.....	.....	6
Americanization.....	4	58	62	38	35	89.5	4	.....	4
Grand Total.....	7,481	5,318	12,799	6,566	5,465	83.5	96	159	155

EVENING SCHOOLS—1921-1922
TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment			Average Enrollment	Average Attendance	Per Cent of Attendance	Number of Classes	Teachers	
	Boys	Girls	Total					Men	Women
ELEMENTARY									
English Department									
Abington Avenue.....	151	38	189	130	116	88.9	5	3	4
Bergen Street.....	16	54	70	38	33	86.7	3	.....	4
Carters.....	212	91	303	214	176	82.1	5	2	6
Central Avenue.....	245	94	339	138	120	86.8	3	3	3
Cleveland.....	283	180	463	243	207	84.8	3	3	4
Franklin.....	127	69	196	111	87	78.3	7	1	4
Joseph E. Haynes.....	229	221	450	300	234	78.	5	1	8
Lafayette.....	193	68	261	188	152	80.5	5	2	5
Monteith.....	106	94	200	130	110	84.6	3	2	4
Robert Treat.....	78	30	108	69	64	92.4	2	.....	4
South Tenth Street.....	130	136	266	103	93	88.4	2	1	2
Total.....	1,770	1,075	2,845	1,666	1,392	83.4	42	18	48
Foreign Department									
Abington Avenue.....	58	9	67	41	38	91.7	2	.....	2
Bergen Street.....	92	97	189	108	86	79.9	2	.....	2
Carters.....	59	16	75	61	51	84.1	2	.....	2
Central Avenue.....	146	78	224	111	91	82.1	4	1	3
Cleveland.....	194	128	322	212	164	77.2	8	3	5
Franklin.....	337	50	387	238	208	87.5	8	2	6

EVENING SCHOOLS 1921-1922—Continued

NAME OF SCHOOL	Enrollment			Average Enrollment	Average Attendance	Per Cent of Attendance	Number of Classes	Teachers	
	Boys	Girls	Total					Men	Women
Joseph E. Haynes.....	388	278	666	377	302	80.1	13	1	12
Lafayette.....	419	31	450	189	134	70.7	7	1	6
Monteth.....	75	28	103	63	57	90.5	3	.....	3
Robert Treat.....	195	49	244	174	154	88.6	6	.....	6
South Tenth Street.....	151	113	264	161	134	83.3	8	.....	8
Total.....	2,114	877	2,991	1,735	1,419	81.7	63	8	55
HIGH SCHOOLS									
Bergen Street.....	438	633	1,071	410	307	74.8	.....	18	12
Central High.....	927	1,043	1,970	1,046	867	82.8	.....	33	21
East Side High.....	444	541	985	564	462	71.9	.....	18	12
Franklin.....	309	327	636	311	254	81.6	.....	9	4
Joseph E. Haynes.....	319	405	724	338	265	78.2	.....	12	6
Robert Treat.....	429	414	843	383	338	88.3	.....	14	9
Total.....	2,866	3,363	6,229	3,052	2,493	81.7	.....	104	64
GYMNASIUMS									
Barringer High.....	245	56	301	77	66	85.7	.....	1	1
Madison.....	70	70	140	65	48	73.7	.....	1	1
Total.....	315	126	441	142	114	80.3	.....	2	2

VOCATIONAL									
Boys' Vocational.....	305	743	305	196	182	92.5	13	.....	12
Fawcett School of Industrial Arts.....	951	743	1,694	993	891	90.4	29	.....	12
Total.....	1,256	743	1,999	1,189	1,073	90.8	42	.....	12
SCHOOL FOR DEAF.....	16	27	43	32	28	88.3	.....	.....	4
AMERICANIZATION CLASSES									
Charlton Street.....	.....	32	32	14	11	75.4	.....	1	1
McKinley.....	.....	22	22	6	4	69.7	.....	1	1
Milford.....	18	64	82	24	20	84.5	.....	2	2
Total.....	18	118	136	44	35	81.5	.....	4	4
SUMMARY									
Elementary—English.....	1,770	1,075	2,845	1,666	1,392	83.4	18	42	48
Elementary—Foreign.....	2,114	877	2,991	1,735	1,419	81.7	8	63	55
Total Elementary.....	3,884	1,952	5,836	3,401	2,811	82.5	26	105	103
High Schools.....	2,866	3,363	6,229	3,052	2,493	81.7	.....	.....	64
Gymnasiums.....	315	126	441	143	114	80.3	104	.....	2
Vocational.....	1,256	743	1,999	1,189	1,073	90.8	42	.....	12
Deaf.....	16	27	43	32	28	88.3	.....	.....	4
Americanization.....	18	118	136	44	35	81.5	.....	4	4
Grand Total.....	8,355	6,329	14,684	7,860	6,554	83.4	174	109	189

Report of the
Board of Examiners
for the
School Year 1920-1921

In addition to conducting written examinations and practical tests, the Board of Examiners has held fifty meetings during the year 1920-1921, for the purpose of considering applications for indorsement, conducting oral examinations of candidates, granting of licenses, for the consideration of text books and supplies, and for the transaction of general business.

CERTIFICATION OF TEACHERS

WRITTEN EXAMINATIONS HELD AND NUMBER OF CANDIDATES
APPEARING AT EACH

	Men		Women		Total	
	Passed	Failed	Passed	Failed	Passed	Failed
August 30 and 31—						
Principal	2	*3	.....	.....	2	3
Substitute .....	.....	.....	1	.....	1	.....
November 13—						
H.S. Asst. Tchr. Clerk ....	.....	.....	10	4	10	4
December 27 and 28—						
Principal	2	*4	.....	.....	2	4
Grade	3	.....	37	19	40	19
April 2—						
Sr. H. S. French.....	2	1	2	2	4	3
“ “ History	5	4	4	1	9	5
“ “ Mathematics	3	17	.....	12	3	29
“ “ Physics and Chemistry	7	5	.....	7	7	12
“ “ Biology	1	2	2	7	3	9
April 9—						
Jr. H. S. Commercial	1	2	1	6	2	8
“ “ Spanish ....	.....	1	5	1	5	2
“ “ General Science	4	.....	5	1	9	1
Art (Alt. Sch.) ....	.....	1	3	7	3	8
Music “ “	1	.....	10	9	11	9
Dom. Art “ “	.....	.....	4	10	4	10
Domestic Science	15	10	15	10
Manual Training	3	5	3	5

April 16—

Grade	2	46	62	46	64
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June 4—

H. S. Asst. Tchr. Clerk	5	5				
H. S. Pianist	5	2	5	2		
Totals	34	47	155	160	189	207

*Examinations incomplete.

*Number of Different Persons Taking Examinations
(Excluding Duplications)*

	Number Passed	Number Failed	Total
Grade	86	75	161
Principal	4	*4	8
Promotion .....	.....	.....	.....
Substitute	1	.....	1
Art (Alternating Schools).....	3	8	11
Music " "	11	9	20
Domestic Art " "	4	10	14
Domestic Science	15	10	25
Manual Training	3	5	8
Junior High School.....	16	11	27
Senior High School.....	46	63	109
Totals	189	196	384

*Examinations incomplete.

NUMBER OF CANDIDATES GIVEN PRACTICAL TESTS TO
DETERMINE FITNESS FOR LICENSE

	Satis- factory	Unsatis- factory	Total
Art (Alternating Schools).....	3	.....	3
Music " "	7	4	11
Manual Training	3	.....	3
Domestic Science	12	1	13
Senior H. S. Pianist.....	5	.....	5
Physical Training—Men.....	10	9	19
" " —Women.....	28	13	41
Playground Assistant—Men.....	17	3	20
" " —Women.....	25	9	34
Totals	110	39	149

NUMBER OF APPLICATIONS ACTED UPON TO DETERMINE
ELIGIBILITY FOR EXAMINATION

	Eligible without writ. exam.	Eligible to take writ. exam.	Not eligible	Total
Principal .....	.....	9	1	10
Grade	270	155	25	450
Kindergarten	45	.....	3	48
Substitute	36	.....	.....	36
Psychologist	7	.....	4	11

	Eligible writ. exam.	Eligible writ. exam.	eligible	Total
Binet	7	.....	.....	7
Art (Alternating School) .....	.....	9	2	11
Music .....	.....	20	3	23
Domestic Art " " .....	.....	15	.....	15
Domestic Science .....	.....	27	1	28
Manual Training .....	.....	10	2	12
Physical Training (Elem.)—				
Men	20	.....	2	22
Women	45	.....	2	47
Junior High School	11	.....	.....	11
Jr. H. S. Commercial .....	.....	11	1	12
" " Spanish .....	.....	7	2	9
" " General Science .....	.....	12	.....	12
Sr. H. S. Asst. Tchr. Clerk .....	.....	23	1	24
" " Teacher Clerk	2	.....	.....	2
" " Pianist .....	.....	7	.....	7
" " History .....	.....	17	5	22
" " Mathematics .....	.....	39	3	42
" " Physics and Chem. ....	.....	22	3	25
" " French .....	.....	14	5	19
" " Biology .....	.....	15	2	17
Playground Assistant	54	.....	.....	54
Evening School	18	.....	.....	18
Totals	515	412	67	994

In addition to the above 116 requests for credit by reason of college work, and 52 additional requests for exemption by reason of holding state certificates were considered.

NUMBER OF ORAL EXAMINATIONS GIVEN AND CERTIFICATES GRANTED

	No. exam. ined	Granted By exam. amination	Granted By indors. dorsement	Denied	Laid over
Principal	4	4	.....	.....	.....
Grade	204	88	113	3	.....
Kindergarten	19	.....	19	.....	.....
Substitute	37	1	36	.....	.....
Vice Principal	21	.....	17	.....	4
First Assistant	24	.....	16	.....	8
Primary Head Assistant	10	.....	5	.....	5
Binet	7	.....	6	.....	1
Speech Correction	1	.....	1	.....	.....
Psychologist	5	.....	2	3	.....
Vocational	1	.....	1	.....	.....
Art (Alternating Schools)	3	3	.....	.....	.....
Music " "	11	7	.....	4	.....
Domestic Art " "	4	4	.....	.....	.....
Domestic Science	13	12	.....	1	.....
Manual Training	3	2	.....	.....	1
Phys. Training (Elem.)—Men	20	.....	10	8	2
" " " —Women	41	.....	28	13	.....

	No. exam- med	By ex- amination	Granted By in- dorsement	Denied	Laid over
Playground Assistant	54		42	12	
Evening School	18		18		
Junior High School	11		9		2
Jr. H. S. English	1	1			
" " Latin	2	2			
" " History	1	1			
" " Commercial Subjects	2	2			
" " General Science	9	8		1	
" " Spanish	4	3			1
" " Mathematics	1			1	
Sr. H. S. Mathematics	2	2			
" " Latin (Renewals)	2		2		
" " Biology	3	3			
" " French	4	4			
" " History	8	6		2	
" " English	2	2			
" " Physics and Chemistry	7	7			
" " Study Hall	2		2		
" " Laboratory Assistant	12		12		
" " Teacher Clerk	2		2		
" " Asst. Teacher Clerk	15	7		8	
" " Pianist	5	5			
Totals	595	174	341	56	24

RENEWAL OF LICENSES

Grade	1
H. S. Stenography and Typewriting	1
H. S. History	1
Total	3

FIVE YEAR SUMMARY

The following is a summary of the number of meetings held, the number of written and of oral examinations held, the number of applications considered, and the number of certificates granted for five years (Aug. 1916-June 1921) :

NUMBER OF MEETINGS HELD

1916-1917	51
1917-1918	55
1918-1919	52
1919-1920	56
1920-1921	50

WRITTEN EXAMINATIONS HELD AND NUMBER OF CANDIDATES
APPEARING AT EACH

	1916-17	1917-18	1918-19	1919-20	1920-21
Grade	287	272	175	152	161
Promotion	12	7	3	2	.....
Principal	9	8	2	5	8
Teacher Clerk (Elem.).....	1	.....	.....	.....	.....
Assistant Supr. Drawing.....	25	.....	.....	.....	.....
" " Music.....	.....	.....	26	.....	.....
Substitute .....	.....	.....	.....	1	1
Manual Training	51	9	7	7	8
Printing	6	20	.....	9	.....
Domestic Science .....	.....	31	.....	.....	25
Domestic Art .....	.....	.....	.....	8	14
Music .....	.....	.....	.....	11	20
Art .....	.....	.....	.....	16	11
Physical Training—Men.....	3	4	.....	.....	.....
" " —Women	4	3	.....	.....	.....
Senior High School.....	129	178	41	80	109
Junior High School.....	.....	.....	.....	65	27
Evening School .....	.....	.....	.....	13	.....
Total No. of Candidates.....	527	532	254	369	384
Number of different examinations	17	19	11	35	21

NUMBER OF APPLICATIONS ACTED UPON TO DETERMINE
ELIGIBILITY

	1916-17	1917-18	1918-19	1919-20	1920-21
Principal	9	8	6	3	10
Grade	433	394	415	398	450
Kindergarten	50	74	42	28	48
Substitute	8	40	21	65	36
Assistant Supr. Drawing.....	50	.....	.....	.....	.....
" " Music.....	.....	.....	37	.....	.....
Supervisor Penmanship	1	.....	.....	.....	.....
Psychologist .....	.....	15	.....	.....	11
Deaf	2	1	3	.....	.....
Defective (Binet)	4	5	8	3	7
Speech Correction .....	.....	.....	1	1	.....
Physical Training	80	54	57	14	69
Manual Training	38	11	9	13	12
Art (Drawing)	3	9	2	23	11
Music .....	.....	.....	2	20	23
Printing	6	25	.....	10	.....
Domestic Science .....	.....	38	1	.....	28
Domestic Art .....	.....	5	2	11	15
Vocational .....	.....	3	.....	2	.....
Salesmanship	2	.....	.....	.....	.....
Evening School	18	20	1	31	18
Summer High School.....	5	.....	.....	.....	.....
Playground Assistant	30	17	39	25	54
Senior High School.....	139	199	71	145	158
Junior High School.....	.....	.....	.....	123	44
Totals	878	918	717	915	994

NUMBER OF ORAL EXAMINATIONS GIVEN AND CERTIFICATES GRANTED

	1916-17		1917-18		1918-19		1919-20		1920-21	
	No. ex.	No. gr.	No. ex.	No. gr.	No. ex.	No. gr.	No. ex.	No. gr.	No. ex.	No. gr.
Principal	1	1	14	6	3	2	1	1	4	4
Grade	208	197	245	227	166	160	215	214	204	201
Kindergarten	26	25	14	14	18	17	20	19	19	19
Substitute	9	9	39	39	21	21	64	63	37	37
Grammar Vice Principal	2	2	15	15	9	5	14	10	.....	.....
Vice Principal .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
First Assistant	29	29	40	40	36	19	50	46	21	17
Primary Vice Principal .....	.....	.....	5	5	9	5	4	4	24	16
Primary Head Assistant	6	6	15	15	21	6	20	12	.....	.....
Supervisor Penmanship	1	1	.....	.....	.....	.....	.....	.....	10	5
Assistant Supervisor Physical Training .....	.....	.....	1	1	.....	.....	.....	.....	.....	.....
" " Drawing	5	3	.....	.....	.....	.....	.....	.....	.....	.....
" " Music .....	.....	.....	.....	.....	8	2	1	1	.....	.....
Psychologist .....	.....	.....	11	1	.....	.....	.....	.....	.....	.....
Deaf	2	2	1	1	3	3	.....	.....	5	2
Defective (Binet)	5	5	5	5	7	7	3	3	.....	.....
Speech Correction .....	.....	.....	.....	.....	1	1	.....	.....	7	6
Physical Training	63	16	30	27	21	21	8	7	1	1
Manual Training	13	10	5	5	6	5	5	5	61	38
Art (Drawing)	3	3	9	9	2	2	7	7	3	2
Printing	1	1	8	8	.....	.....	4	4	3	3
Music .....	.....	.....	.....	.....	2	2	.....	.....	.....	.....
Domestic Art .....	.....	.....	5	5	2	2	5	3	11	7
Domestic Science .....	.....	.....	24	20	2	2	8	8	4	4
Vocational .....	.....	.....	3	3	1	1	.....	.....	13	12
Salesmanship	2	2	.....	.....	2	2	2	2	1	1
Summer High School	5	5	.....	.....	.....	.....	.....	.....	.....	.....
Evening School	18	16	20	20	1	1	31	26	18	18
Playground Assistant	30	20	17	10	52	39	25	25	54	42
Senior High School	47	37	58	47	39	31	42	33	64	54
Junior High School .....	.....	.....	.....	.....	.....	.....	57	53	31	26
Totals	476	390	584	523	430	354	586	546	595	515

TEXT BOOKS AND SUPPLIES

During the school year 1920-1921, three entire meetings and the greater part of two others were devoted to the consideration of additions to the approved list of text books and supplies, and of eliminations therefrom.

The following is a summary of the requests for additions:

TEXT BOOKS

High school—Recommended by principals, etc.....	56
“ “ “ “ publishers	23
Junior high “ “ principals, etc.	8
Elementary “ “ principals, etc.	92
“ “ publishers	62
Evening schools “ “ supervisors, etc.	2
Total text books.....	243
Maps (sets)	9
Supplies	24

The following were recommended for addition to the approved list:

- 17 elementary text books for pupils' use
- 3 “ “ “ “ teachers' use
- 1 “ “ “ “ circulating library
- 1 text book for use in vocational and continuation schools
- 35 high school text books for use by pupils in senior high schools, including 4 text books for use also in the junior high schools
- 2 evening school text books
- 15 professional books for the Teachers' Pedagogical Library, in addition to the list approved by the Library authorities
- 8 items educational supplies (including stationery)
- 4 series of maps

At the same time the following eliminations from the approved list were recommended:

- 4 elementary text books for pupils' use
- 2 “ “ “ “ teachers' use
- 9 high school “ “ “ pupils' use
- 1 item educational supplies

SCHOOL LIBRARIES

In addition to the above, lists of books for the libraries of the Barringer, East Side, and South Side high schools and of the Junior College were considered and their purchase recommended.

TEACHERS' PEDAGOGICAL LIBRARY

In addition to the above, twenty-two requests from principals (including requests made by the teachers of a school to the principal) and from supervisors recommending a total of 424 books to be purchased for the Teachers' Pedagogical Library were considered and tabulated for checking by the Free Public Library.

School Year 1921-1922

In addition to conducting written examinations and practical tests, the Board of Examiners has held fifty-five meetings during the year 1921-1922, for the purpose of considering applications for indorsement, conducting oral examinations of candidates, granting of licenses, for the consideration of text books and supplies, and for the transaction of general business.

CERTIFICATION OF TEACHERS

WRITTEN EXAMINATIONS HELD AND NUMBER OF CANDIDATES APPEARING AT EACH

	Men		Women		Total	
	Passed	Failed	Passed	Failed	Passed	Failed
August 29 and 30—						
Principal	2	2	.....	.....	2	2
Promotion .....	....	.....	1	.....	1	.....
December 10—						
Elem. Art.....	2	1	3	6	5	7
“ Domestic Art..	....	.....	6	11	6	11
“ Man. Train.....	2	10	.....	.....	2	10
Jr. H. S. Commercial..	2	6	.....	2	2	8
“ “ English .....	....	2	5	4	5	6
“ “ History .....	....	2	4	3	4	5
“ “ Mathematics	2	3	3	3	5	6
“ “ Sten. & Typ.	2	1	1	.....	3	1
December 14—						
Elem. Phys. Train.....	2	4	.....	.....	2	4
December 17—						
Sr. H. S. Biology.....	1	3	2	8	3	11
“ “ Commercial	3	4	.....	6	3	10
“ “ English	6	3	22	(15	28	19
				(*1		
“ “ History	2	3	3	6	5	9
“ “ Mathematics	3	8	4	13	7	21
“ “ Phys. Train.	5	4	4	9	9	13
“ “ Sten. & Typ.	2	3	4	4	6	7
December 27 and 28—						
Principal	1	*2	.....	.....	1	*2
Grade	4	4	31	38	35	42

February 18—

Sr. H. S. Art.....	2	3	1	12	3	15
" " Dom. Art....	....	....	6	16	6	16

May 23—

Grade	1	1	81	46	82	47
Elem. Man. Train...	3	6	.....	.....	3	6
" Printing	3	7	.....	.....	3	7
Jr. H. S. Commercial..	2	2	1	4	3	6
" " Gen. Science	2	2	5	4	7	6
Sr. " Commercial	3	1	1	3	4	4
" " Dom. Science	....	.....	13	1	13	1
" " Mech. Draw.	4	4	.....	.....	4	4
" " Spanish	2	(2	7	(2	9	7
		(*2	.....	(*1		
" " Woodw'k'g.	4	7	.....	.....	4	7

May 25—

Elem. Phys. Train.....	6	12	.....	.....	6	12
Total	73	114	208	218	281	332

*Incomplete examination.

*Number of Different Persons Taking Examinations
(Excluding Duplications)*

	Number passed	Number failed	Total
Grade	111	89	200
Principal	3	3	6
Elementary Printing	3	7	10
" Art	5	7	12
" Domestic Art	6	11	17
" Manual Training	5	16	21
" Physical Training	8	16	24
Jr. H. S. Commercial.....	5	14	19
" " English	5	6	11
" " General Science	7	6	13
" " History	4	5	9
" " Mathematics	5	6	11
" " Stenography & Typewriting.....	3	1	4
Sr. " Art	3	15	18
" " Biology	3	11	14
" " Commercial	7	14	21
" " Domestic Art	6	16	22
" " Domestic Science	13	1	14
" " English	28	(18	47
		(*1	
" " History	5	9	14
" " Mathematics	7	21	28
" " Mechanical Drawing	4	4	8
" " Physical Training	9	13	22
" " Stenography & Typewriting.....	6	7	13
" " Woodworking	4	7	11
" " Spanish	9	(4	16
		(*3	
Total	274	331	605

*Incomplete examination

NUMBER OF CANDIDATES GIVEN PRACTICAL TESTS TO
DETERMINE FITNESS FOR LICENSE

	Satis- factory	Unsatis- factory	Total
Elementary Manual Training.....	9	12	21
“ “ Art	4	1	5
“ “ Physical Training	8	16	24
Senior High School Art.....	1	.....	1
“ “ “ Domestic Science	11	1	12
“ “ “ Physical Training	6	3	9
Total	39	33	72

NUMBER OF APPLICATIONS ACTED UPON TO DETERMINE
ELIGIBILITY

	Eligible without writ. exam.	Eligible to take writ. exam.	Not. eligible	Laid over	Total
Grade	198	197	23	.....	418
Kindergarten	36	.....	3	1	40
Principal	6	.....	.....	6
Elementary Art	11	3	.....	14
“ “ Domestic Art	15	.....	.....	15
“ “ Manual Training	23	20	.....	43
“ “ Physical Training	18	.....	8	.....	26
“ “ Printing	12	.....	.....	12
Jr. H. S. Commercial.....	17	5	.....	22
“ “ English	10	2	.....	12
“ “ General Science	18	2	.....	20
“ “ History	8	1	.....	9
“ “ Mathematics	12	6	.....	18
“ “ Stenog. & Typewriting....	4	3	.....	7
Sr. H. S. Art.....	25	4	1	30
“ “ Biology	11	2	.....	13
“ “ Commercial	37	2	1	40
“ “ Domestic Art	23	5	.....	28
“ “ Domestic Science	27	3	.....	30
“ “ English	51	3	.....	54
“ “ History	14	10	.....	24
“ “ Mathematics	17	3	.....	20
“ “ Mechanical Drawing	14	8	.....	22
“ “ Spanish	23	10	.....	33
“ “ Stenog. & Typewriting..	10	4	.....	14
“ “ Physical Training	23	6	.....	29
“ “ Woodworking	13	4	.....	17
Totals	252	621	140	3	1016

In addition to the above, 50 requests for credit by reason of college work, from teachers seeking promotion licenses were granted, and 112 requests for exemption from written examination by reason of college work, or by reason of holding state certificates were granted.

NUMBER OF ORAL EXAMINATIONS GIVEN AND
CERTIFICATES GRANTED

	No. exam.	Granted By exam.	By indors.	Denied	Laid over
Grade	205	111	81	4	9
Kindergarten	3	.....	3	.....	.....
Binet	11	.....	10	.....	1
Vocational	2	.....	2	.....	.....
Substitute	46	.....	42	1	3
Principal	3	2	.....	.....	1
Elementary Art	5	4	.....	1	.....
" Domestic Art	6	5	.....	1	.....
" Manual Training	4	2	.....	2	.....
" Printing	3	3	.....	.....	.....
" Physical Training	14	.....	10	4	.....
Jr. H. S. Commercial	5	5	.....	.....	.....
" English	5	5	.....	.....	.....
" General Science	6	3	.....	1	2
" History	4	3	.....	1	.....
" Mathematics	5	4	.....	1	.....
" Spanish	2	1	.....	1	.....
" Stenog. & Typewriting	3	3	.....	.....	.....
Sr. " Art	1	1	.....	.....	.....
" Biology	4	2	.....	1	1
" Commercial	6	6	.....	.....	.....
" Domestic Art	6	6	.....	.....	.....
" Domestic Science	13	11	#1	1	.....
" English	29	26	.....	.....	3
" History	6	4	.....	1	1
" Mathematics	9	7	.....	1	1
" Mechanical Drawing	4	4	.....	.....	.....
" Physical Training	9	6	.....	3	.....
" Spanish	6	3	.....	.....	3
" Stenog. & Typewriting	6	6	.....	.....	3
" Woodworking	4	3	.....	1	.....
Evening School	18	.....	18	.....	.....
Vice Principal	6	.....	4	.....	2
First Assistant	20	.....	16	.....	4
Primary Head Assistant.....	7	.....	6	.....	1
Total.....	486	236	193	25	32
# Renewal.....					

RENEWAL OF LICENSES

Grade	2
Binet	1
Elementary Physical Training.....	1
Sr. H. S. Librarian.....	1
" Music	1
" Physics and Chemistry.....	1
Total.....	7

TEXT BOOKS AND SUPPLIES

During the school year 1921-1922, three entire meetings were devoted to the consideration of additions to the approved list of text books and supplies, and of eliminations therefrom:

The following is a summary of the requests for additions:

TEXT BOOKS	
High school—Recommended by principals, etc.....	31
“ “ “ “ publishers	75
Junior high “ “ principals, etc.	8
Elementary “ “ principals, etc.	86
“ “ publishers	152
Evening school “ “ supervisor	1
Total text books.....	353
Maps (sets)	21
Supplies	47

The following were recommended for addition to the approved list:

- 22 Elementary text books for pupils' use
- 10 “ “ “ “ teachers' use
- 13 high school “ “ “ pupils' use (including 2 for use in junior high school)
- 2 “ “ “ “ teachers' use
- 11 items educational supplies

At the same time the following eliminations from the approved list were recommended:

- 17 elementary text books for pupils' use
- 1 item educational supplies

SCHOOL LIBRARIES

In addition to the above, lists of books for the libraries of the Barringer, Central, East Side, and South Side High Schools and of the Junior College, submitted for consideration, were acted upon.

SCHOOL DIRECTORY BUILDINGS

SCHOOL DIRECTORY

363

School	Location	Erected	Enlarged	Class Rooms	Janitor	Address
Barringer High.....	Sixth Ave., Parker and Ridge Sts.	1897-98		52	William Keppler.....	275 North Fifth Street
Central C. & M. T. High.....	High and New Sts.	1911-12	1915	69	Maurice Mahon.....	70 Fourth Ave.
East Side C. & M. T. High.....	Van Buren and Warwick Sts.	1910-11	1917	42	William J. Quinn.....	92 Ann St.
South Side High.....	Johnson Ave. and Alpine St.	1913		47	Louis O. Filiger.....	61 Winans Ave.
Alexander Archibald (Abington Avenue).....	Abington Ave., cor. N. Seventh St.	1900	1906-7-13	26	Christian Siegeworth.....	235 Berkeley Ave.
*Alexander Street.....	Alexander St., near South Orange Ave.	1905	1921	18	Zeno W. Day.....	897 So. Orange Ave.
Avon Avenue.....	Avon Ave., opposite Seymour Ave.	1905-6	1906-7-10	35	Eugene Hancock.....	31 Seymour Ave.
Belmont Avenue.....	Belmont Ave., cor. West Kinney St.	1905-6	1908	45	John Miller.....	333 So. Twelfth St.
Bergen Street.....	Bergen St., cor. Bigelow St.	1900	1903-8	44	August Sallé.....	59 Chadwin St.
Berkeley (Peshine Ave.).....	Peshine Avenue, near Watson Avenue.	1911	1921	21	Charles E. Hockenbury.....	4 Baldwin St., E.
Binet No. 1 (State St.).....	State St., near Broad St.	1846-47	1882	7	Patrick McAleese.....	152 Belmont Ave.
†Binet No. 2 (Coe's Place).....	Coe's Place, near Marshall St.	1913		8	John Bechtold.....	233 South 17th St.
†Binet No. 3 (Alyea St.).....	Alyea and Patterson Sts.	1916		5	Mrs. Kathline Whitehead.....	233 Ferry St.
Bruce Street.....	Bruce St., near Bank St.	1897-98	1899	18	James Sheridan.....	382 Bank St.
Burnet.....	Burnet St., bet. Orange and James Sts.	1868-69	1906-7-14	33	John H. Jordan.....	32 Clay St.
Camden Street.....	Camden St., near Sixteenth Ave.	1883-84	1900	25	Herbert Wiggins.....	685 South 11th St.
Caroret (Oliver St.).....	Oliver St., near Pacific St.	1869	1903-15-22	31	Robert O'Brien.....	19 St. Francis St.
Central Avenue.....	Central Ave., cor. Day St.	1871-72	1903-13	32	Charles Meelan.....	170 South Orange Ave.
Charlton Street.....	Charlton St., cor. Waverly Ave.	1895	1899-1903	37	Peter McElroy.....	78 Winans Ave.
Chestnut Street.....	Chestnut St., near Mulberry St.	1859-60	1870-1900	19	Jacob Conley.....	18 Scott St.
Cleveland.....	Bergen St. and Seventeenth Ave.	1912		39	Joseph Amberg.....	870 South 14th St.
Dayton.....	Dayton St., near Ludlow St.	1902		2	Mrs. John Peter.....	50 Evergreen Ave.
Eliot.....	Eliot St., cor. Summer Ave.	1871	1890-5-6-1905-6	25	Domonic Sharkey.....	13 Wakeman Ave.
Elizabeth Avenue.....	Elizabeth Ave., cor. Bigelow St.	1869	1895	6	John W. Moore.....	166 Elizabeth Ave.
Fourth Avenue.....	Fourth Ave., cor. South Ninth St.	1905-6	1909	26	Henry Amiller.....	53 South 12th St.
Franklin.....	Park Ave., cor. Cutler St.	1889	1897-1914	35	George W. Janifer.....	172 Parker St.
Garfield (N. Seventh St.).....	North Seventh St., near Park Ave.	1893-94	1868-1871-73-	33	Edward Kiernan.....	1123 Broad St.
Grace M. Duffy (Newton).....	Newton St., near South Orange Ave.	1866-67	1900-1904-13	43	Sheridan Hoblit.....	162 Peshine Ave.
Hamilton (Miller St.).....	Miller St., near Sherman Ave.	1880-81	1887-8-1900-13	37	John D. Voget.....	135 Madison Ave.
Hawthorne.....	Hawkins St., near Ferry St.	1887-88	1904	16	Frederick P. Siegarth.....	39 Sixteenth Ave.
†Hawthorne.....	Hawthorne Ave., cor. Clinton Pl.	1897	1900-8-14	32	John Callan.....	16 Jay St.
John Cadin (Ann St.).....	Ann St., bet. N. Y. Ave. and Elm St.	1891-92	1897-1916	37	Michael Smith.....	9 Brinsmaid Pl.
Joseph E. Haynes (Morton Street).....	Morton St., cor. Broome St.	1851	1861-9-1881-1898-1909	46	James F. Smith.....	74 South Seventh St.
Lafayette.....	Lafayette St., cor. Prospect St.	1848-49	1863-1870-1-1881-4-1903-9-14	39	Charles A. Ofinger.....	573 Bergen St.
Lawrence Street.....	Lawrence St., foot of Clinton St.	1872-73	1890	11	Michael Gaffney.....	79 New York Ave.
Lincoln.....	Richelieu Terrace, near Cliff St.	1908		12	Philip Alexander.....	139 Richelieu Terrace
Madison.....	S. Sixteenth St., cor. Madison Ave.	1904-5	1910-17	42	Charles Morgenstern.....	29 Schuyler Ave.

SCHOOL DIRECTORY BUILDINGS—Continued

School	Location	Erected	Enlarged	Class Rooms	Janitor	Address
McKinley (old)	Seventh Ave., cor. Factory St.	1899	1904-10	36	David Springsteen	86 Summer Ave.
McKinley (new)	Eighth Ave., cor. Factory St.	1915		18	Bernard E. Wilde	203 Third St.
Millford (18th Ave.)	Eighteenth Ave., cor. Livingston St.	1871	1900-15	40	Patrick McElroy	133 17th Ave.
Monmouth Street	Monmouth St., near Spruce St.	1886-87	1896	25	Henry Dillon	55 Grafton Ave.
Monteith (Hamburg Pl.)	Hamburg Pl., near Perry St.	1881-82	1885-6-1900-6-7	35	Mrs. Marg't Weckenmann	23 Wall St.
Montgomery	Montgomery and Broome Sts.	1910-11		24	Joseph Bonscher, Jr.	63 Jacob St.
Moses Bigelow (15th Ave.)	Fifteenth Ave., cor. Fifteenth St.	1895	1897-1917	44	William McGann	149 South Eighth St.
Ridge	Ridge St., near Montclair Ave.	1910-11		22	George W. Huntley	809 Parker St.
Robert Treat (13th Ave.)	Thirteenth Ave., cor. Richmond St.	1887-88	1891-2-1903-6-7-15	15	Carey Johnson	99 Eleventh Ave.
Roseville Ave.	Roseville Ave., near Orange St.	1883-84	1903	53	Otto Kern	162 South Eighth St.
South Street	South St., cor. Hermon St.	1883-84	1900	11	Louis Berry	194 Heller Parkway
South Eighth Street	South Eighth St., near Central Ave.	1872-73	1900-6-7	34	Philip Tully	137 South Seventh St.
South Market Street	South Market St., cor. Mort St.	1855-56	1899	19	Albert Skidmore	70 Napoleon St.
South Tenth Street	South Tenth St., cor. Blum St.	1870	1879-1888-89-1896	24	James Doyle	51 Hawkins St.
Speedway	Speedway Ave., near S. Orange Ave.	1917		8	J. H. Lord	511 S. Grove St., Irv.
Summer Avenue	Summer Ave., near Second St.	1883-84	1897	16	Wm. H. Van Nest	78 Oraton St.
Summer Place	Summer Place, near Chester Ave.	1903		8	Alfred Rusconi	104 Millford Ave.
Sussex Avenue	Sussex Ave., cor. Third St.	1900	1904	21	George A. Voget	35 22nd St., Irvington
Walnut Street	Walnut St., near Jefferson St.	1862	1877	8	Albert Hofer	159 New York Ave.
Warren Street	Warren St., cor. Wickliffe St.	1891-92	1908	26	James F. Gaynor	378 South Twelfth St.
Washington Street	Washington St., near W. Kinney St.	1868	1904	23	Joseph Schwartz	363 Hawthorne Ave.
Waverly Avenue	Waverly Ave., near Bergen St.	1891-92	1900	20	Samuel Jamieson	331 South Orange Ave.
Webster	Webster St., corner Crane St.	1855-56	1910-11	28	Gilbert Machette	852 Parker St.
West Side	Seventeenth St., opp. West Side Park	1911	1914	38	Samuel Mats	422 Avon Ave.
Boys' Continuation	Wickliffe St., cor. School St.	1848-49		3	James F. Gaynor	378 South 12th St.
Seymour Vocational	Sussex Ave., cor. 1st St.	1921-22		17	Edward F. Brady	97 South Ninth St.
Girls' Vocational	Washington and Linden Sts.	1853-54	1883-86	17	Mrs. Sarah Harrison	3 East Kinney Place
School for Deaf	Bruce St. near Bank St.	1897-98	1899	18	James Sheridan	382 Bank St.
Fawcett School of Industrial Arts	55-57 Academy St.	1897		13	Patrick J. Kane	206 Second St.
Academy St. Ungraded	55-57 Academy St.	1897		1	Edward H. Wickenhofer	51 Boston St.
Ungraded No. 1	South Tenth St. near Woodland Ave.	1910		2	Frederick Moore	150 Avon Ave.
Ungraded No. 2	Chestnut St. near Elm Road	1910		2	Hugh Ferguson	219 Sixth Ave.
Open Air	Elizabeth Ave., cor. Chancellor Ave.	1902		3	Alfred Hayford	226 South Eleventh St.
Building Trades	Norfolk St., near 13th Ave.	1921				
Dept. of Medical Inspection	Market St., opp. Court House	1847	1883			

* Annexed from Vailsburg on date noted under "Erected."

† Annexed from Clinton Township on date noted under "Erected."

‡ Purchased on date noted under "Erected."

GENERAL INDEX

	PAGE
Attendance Department, Report of Supervisor	
(See <i>Appendix F, Superintendent of Schools</i>)	
Board of Education—	
Financial Report of Secretary—	
Appropriations and Expenditures 1921.....	1-3
1922.....	13-15
Construction Account, Receipts and Expenditures 1921.....	4
1922.....	16
Current Expense Account Receipts and Expenditures 1921....	1-3
1922.....	13-15
Financial Statistics—	
Cost per Pupil for Salaries, Supplies, etc. 1921.....	7-12
1922.....	19-24
Educational Supplies, Expenses for 1921.....	facing 12
1922.....	facing 24
Estimated Value of School Houses, Sites & Furniture 1921..	5-6
1922.....	17-18
Expenditures by Schools 1921.....	facing 6
1922.....	facing 18
Per Capita Cost 1921.....	7-12
1922.....	19-24
Members	
Feb. 1, 1921—Jan. 31, 1922.....	VI
Feb. 1, 1922—June 30, 1922.....	VIII
July 1, 1922—.....	XI
Officers	
Feb. 1, 1921—Jan. 31, 1922.....	V
Feb. 1, 1922—June 30, 1922.....	VII
July 1, 1922—.....	X
Standing Committees	
Feb. 1, 1921—Jan. 31, 1922.....	VI
Feb. 1, 1922—June 30, 1922.....	VIII
July 1, 1922—.....	XI
Statistical Record	XIII
Board of Examiners, Members 1921.....	V
1922.....	X
Statistics	
1921.....	351
1917-1921.....	354
1922.....	358
Text Books and Supplies	
1921.....	357
1922.....	362
(See also under <i>Superintendent of Schools</i>)	
Directory, Janitors and Buildings.....	363-364
High School Girl, The	
(See <i>Appendix D, Superintendent of Schools</i>)	
Lectures and Visual Instruction	
(See <i>Appendix C, Superintendent of Schools</i>)	
Medical Inspection Department	
(See <i>Appendix E, Superintendent of Schools</i>)	
Report of—	
R. D. Argue, Sec'y—Financial Report 1921.....	1-4
1922.....	13-16
Financial Statistics 1921.....	5-12
1922.....	17-22

	PAGE
Arthur G. Balcom, Ass't Sup't—Lectures and Visual Instruction.....	207-212
David B. Corson, Sup't of Schools—Narrative Report.....	25-169
Alexander J. Glennie, Supervisor of Evening Schools 1922.....	139-142
George J. Holmes, Supervisor of Medical Inspection.....	220-238
Charles A. MacCall, Supervisor of Attendance.....	239-270
Mary D. Poland, Dean of High School Girls.....	213-219
Elmer K. Sexton, Ass't Sup't— School Savings Banks.....	171-180
Text Books in the Schools.....	181-205
Arthur V. Taylor, Supervisor of Evening Schools 1921.....	133-139
Superintendent of Schools Report with Appendices and Statistics— After School Playgrounds (See <i>Statistics</i>)	
All Year Playgrounds (See <i>Statistics</i>)	
All Year Schools, The	60-74
Report of Academic Council on.....	64-69
Teachers in.....	63
Warren A. Roe, Arguments Favoring	69-71
Reductions of Over Age Conditions in Belmont Ave. School Shown by Table.....	70
by Graph.....	72
(See also <i>Statistics</i>)	
Alternating Schools, New Plan of Organization	74-77
Americanization	144
Class in Evening Schools.....	134-140
Appendix A—School Savings Banks.....	171-180
History of Newark's.....	171
Number of Depositors.....	173
Receipts and Disbursements.....	172
Statistical Tables by Schools.....	177-180
Appendix B—Text Books in the Schools.....	181-206
Circulating Library.....	184
Inventories of.....	192-206
Lost and Found Books.....	186
Number of Books.....	182
Rebound Books.....	185
Transfers	185
Viseing of Orders.....	183
Appendix C—Lectures and Visual Instruction in the Schools.....	207-212
Films	209
Garfield Lecture Course.....	208
Lectures in Auditoriums.....	207
Operation of Moving Picture Machines.....	211
Slides	209
Stereopticon	210
Appendix D—The High School Girl.....	213-219
Group Talks and Personal Interviews.....	213
Modern High School Girls.....	218
Personal Interviews with Seniors.....	216
Student Activities.....	217
Appendix E—Department of Medical Inspection.....	220-238
Heart and Lung Clinic, Establishment of.....	221

Superintendent of Schools Report (<i>Continued</i>)	PAGE
Number of Visits of Patients to Clinics.....	220
Psycho—Educational Department, Special Report of Dr. Reiter.....	222
Statistical Records 1920-1921-1922—	
Cases Completed.....	227
Clinic, School	230-238
Comparative Record of Cases Completed.....	227
Comparative Report of Physical Examinations and Defects Found.....	226
Comparative Table of Medical Inspection.....	225
Days Lost Because of Quarantine.....	227
Defects Found By Physical Examination.....	226
Open Air School and Open Window Classes 1921.....	228
1922.....	229
Psycho-Educational Department.....	238
Quarantine, Days Lost Because of.....	227
School Clinic—	
Dental Department.....	234
Eye Department.....	230
Ear Department.....	231
Heart and Lung Clinic.....	236
Medical Department, General.....	234
Nose and Throat Department.....	232
Orthopedic Department.....	237
Pathological Clinic.....	237
Psycho-Educational Department.....	238
Appendix F—Attendance Department.....	239-270
Absence, Causes for.....	240, 256
Age and Schooling Certificates.....	245, 258
Census, Continuous.....	247, 261
Continuation Schools.....	243, 259
Days Present and Absent.....	239, 254
Indigent Pupils.....	244, 258
Parents Summoned to Court.....	243, 256
Parochial and Private Schools—	
Truancy and Non-Attendance Reported.....	240, 256
Personal Interviews.....	245, 258
Quarantine, Days Lost by.....	239, 254
Safety Patrols.....	247, 261
Special Investigations.....	251, 266
Summary of Work Tabulated 1921.....	252
1922.....	268
Suspended Pupils.....	246, 261
Truancy	242, 255
Ungraded Schools.....	246, 260
Visits Made.....	240, 256
Appendix G—Statistics.....	271, 349
(See <i>Statistics</i>)	
Assistant Superintendents, Graph Showing Distribution of Work.....	151
Attendance Department (See <i>Appendix F</i>)	
Berkeley School—Dramatized Rhythmic Game, Picture facing	208

	PAGE
Superintendent of Schools Report (<i>Continued</i>)	
Binet Schools and Classes—	
Children Busy with Hand Work, Picture	facing 144
(See <i>Statistics</i>)	
Blind Classes—	
Cooking Lesson—Washington Street School	facing 112
At Museum of National History	128
Board of Control, Rulings of.....	163
Board of Examiners.....	166
(See also <i>Statistical Records</i> 351-363)	
Boys' Vocational School.....	112
Picture of.....	frontispiece
(See also <i>Statistics</i>)	
Broadhead, John C., Mechanic Arts High School	
Building Program	
Building Trades School.....	119
Carpentry and Bricklaying Pictures.....	facing 240
Charlton Street School—	
Picture of Morning Health Inspection.....	facing 160
Picture of Dramatized Rhythmic Game	facing 208
Charts—Distribution of Work of Ass't. Sup'ts.....	151
Educational and Vocational Opportunities.....	123
Promotion Percentages.....	57
Reduction of Over-age Conditions at Belmont Avenue.....	72
Conclusion	168
Continuation Schools.....	125-132
Health Conditions in.....	130
Mentally Defective Pupils in.....	128
Welfare Work in.....	126
Crippled Children, Classes for.....	99-102
First Floor Plan of Proposed School.....	facing 100
Group Work in Higher Grade Class.....	facing 64
The Lunch Hour.....	facing 80
(See also <i>Statistics</i>)	
Current Expense Account, Receipts Five Years.....	26
Expenditures Five Years.....	28
Deaf, School for	
(See <i>Statistics</i>)	
Dean of High School Girls, Excerpts From Report of	
(See <i>Appendix D</i>)	
Economy in the School System.....	25
Educational and Vocational Opportunities, Chart of.....	123
Elementary Schools, The.....	51-60
Nationality of Pupils in.....	54
Promotions	55
Promotion Percentages 1905-1922—Table.....	56
Graph.....	57
Size of Classes.....	58
Enrollment, Comment on Changes in.....	35-42
Enrollment, June 30, 1921.....	31
Enrollment, June 30, 1922.....	33
Evening Playgrounds—	
(See <i>Statistics</i>)	
Evening Schools, The.....	132-144
Credit for High School Work, Plan for.....	142

Superintendent of Schools Report (<i>Continued</i>)	PAGE
East Side Commercial & Manual Training High School.....	50
Eliot School.....	43
Elizabeth Avenue School.....	48
Fawcett School of Industrial Arts.....	45
Fourteenth Avenue School.....	46
Franklin School.....	43
Franklin School Annex.....	43
Garfield School.....	44
Girls Vocational School.....	45
Grace M. Duffy School.....	46
Hamilton School.....	48
Hawkins Street School.....	50
Hawthorne School.....	48
John Catlin School.....	50
Joseph E. Haynes School.....	47
Lafayette School.....	49
Lawrence Street School.....	48
Lincoln School.....	46
McKinley School.....	44
Madison Junior High School.....	46
Milford School.....	47
Monmouth Street School.....	47
Monteith School.....	49
Montgomery School.....	47
Moses Bigelow School.....	46
New Schools.....	44
New Site.....	43
Ridge School.....	43
Robert Treat Junior High School.....	46
Roseville Avenue School.....	44
Seymour Vocational School.....	44
South Street School.....	49
South Eighth Street School.....	45
South Market Street School.....	50
South Side High School.....	49
South Tenth Street School.....	46
Speedway Avenue School.....	46
Summer Avenue School.....	43
Summer Place School.....	43
Sussex Avenue School.....	44
Tubercular School.....	49
Ungraded School, No. 1.....	47
Ungraded School No. 2.....	50
Walnut Street School.....	49
Warren Street School.....	45
Washington Street School.....	47
Waverly Avenue School.....	47
Webster School.....	44
Weequahic School.....	49
West Side School.....	46
West Side High School.....	48
Wickliffe Street Building.....	45
High Schools, Senior.....	83-94
Program of Studies, Changes in.....	90

Superintendent of Schools Report (<i>Continued</i>)	PAGE
Repeaters in.....	92
Technical Curriculum.....	84
(See also <i>Statistics</i>)	
Junior College.....	94-97
Recessional at Commencement, Picture.....	facing 50
(See also <i>Statistics</i>)	
Leaves of Absence for Study and Observation.....	164
for Rest and Recreation.....	164
Lectures and Visual Instruction	
(See <i>Appendix C</i>)	
Medical Inspection Department	
(See <i>Appendix E</i>)	
Milford School, Health League Drama-	
tization, Picture.....	facing 176
Mitchell, Dr. H. H., Excerpts from Report on	
Health of Continuation School Pupils.....	130
Monmouth Street School, Table Exercises, Picture facing	192
Nationality—Applicants for Citizenship.....	141
Pupils in Elementary Schools.....	54
Open Air School and Open Window Classes	
(See <i>Statistics</i>)	
Physical Education.....	105-111
Playgrounds	108-111
(See also <i>Statistics</i>)	
Pictures—	
Binet Children Busy with Hand Work.....	facing 144
Blind Children at Cooking Lesson.....	“ 112
on visit to Museum of	
Natural History.....	“ 128
Building Trades School—Carpentry and	
Bricklaying.....	“ 240
Crippled Children—	
First Floor Plan of Proposed School.....	“ 100
Group Work at Belmont Avenue School.....	“ 64
The Lunch Hour at Alexander Street School	“ 80
Dramatized Rhythmic Plays at Robert Treat,	
Charlton Street, and Berkeley Schools.....	“ 208
Health Dramatizations at Hamilton,	
Milford, and Warren Street Schools.....	“ 176
Junior College Recessional at Commencement	“ 50
Map of Newark Showing School Accom-	
modations.....	“ 48
Morning Health Inspection, Charlton	
Street School	“ 160
Seymour (Boys') Vocational.....	frontispiece
Table Exercises at Monmouth Street School.....	facing 192
Tile-Setting Class, Evening Vocational School	“ 224
Promotion Percentages, Graph of.....	57
Recreation	108-111
Reference and Research.....	153
Rhythmic Games.....	105
Jack Jumped Over the Candlestick, Charlton	
Street School, Picture.....	facing 208
Pat-a-cake, Berkeley School, Picture.....	“ 208
Rock-a-bye Baby, Robert Treat Gymnasium....	“ 208

Superintendent of Schools Report (<i>Continued</i>)	PAGE
Robert Treat School, Dramatized Rhythmic Game, Picture	" 208
Salaries, Teachers' (See <i>Teachers' Salaries</i>)	
Salary Schedules.....	157-161
Savings Banks, School (See <i>Appendix A</i>)	
School Bulletin	152
Seymour (Boys') Vocational School, Picture.....	frontispiece
Size of Classes, Elementary Schools.....	58
Skip-step in Salary.....	162
Snedden, Dr. David, Study of Newark Situation.....	88-90
Speech Improvement Classes (See <i>Statistics</i>)	
Special Schools and Classes.....	103
(See also <i>Statistics</i>)	
Statistics—	
All Year Schools, Twelve months 1921.....	331
1922.....	336
Summer Session 1921.....	272, 284
1922.....	274, 285
Per cent on Roll June 30, Attending Summer Session 1921.....	310
1922.....	315
Promotions in 1921.....	300
1922.....	302
Attendance Allowed by State 1921.....	275
1922.....	276
Average Number of Pupils per Class and Kinder- garten Statistics 1921.....	281
1922.....	282
Binet Schools and Classes 1921.....	271, 333
1922.....	273, 338
Blind Classes 1921.....	271, 334
1922.....	273, 339
Books per Pupil (See <i>Text Books, Inventories</i>)	
Classes, Number of, Grammar and Primary 1921.....	281, 330
1922.....	282, 335
Kindergarten 1921.....	330
1922.....	335
Continuation Schools 1921.....	271, 333
1922.....	273, 338
Crippled Children, Classes for, 1921.....	271, 334
1922.....	273, 339
Days Present and Days Absent 1921.....	275
1922.....	276
Deaf, School for, 1921.....	271
1922.....	273
Enrollment and Attendance—Day Schools—	
Age, Sex and Number of Pupils 1921.....	278
1922.....	278
Annual Increase in Five Years.....	277
Distribution of Pupils by Grades Five Years.....	279
College, Newark Junior, 1921.....	271, 277, 287, 330

Superintendent of Schools Report (<i>Continued</i>)	PAGE
1922.....	273, 277, 287, 335
Elementary Schools Grammar Grades 1921.....	277, 330
1922.....	277, 335
Grammar and Primary 1921.....	271, 281
1922.....	273, 282
Kindergarten 1921.....	271, 277, 281, 330
1922.....	273, 277, 282, 335
Primary 1921.....	277, 350
1922.....	277, 335
Seventh and Eighth Grades Ten Years.....	283
High Schools, Senior 1921.....	271, 330
1922.....	273, 335
Distribution by Grades 1921.....	286
1922.....	287
For Last Ten Years.....	286
Per Cent of Increase in.....	286
High Schools, Junior 1921.....	271, 277, 330
1922.....	273, 277, 335
Distribution by Grades 1921.....	287
1922.....	287
Per cent of Attendance 1921.....	330
1922.....	335
Percentage of Enrollment by Grades Five Years....	280
Schools and Grades Showing Increased.....	277
Special Schools and Classes 1921.....	271, 277, 333
1922.....	273, 277, 338
Total Enrollment, etc. Five Years.....	277
Evening Schools—	
Americanization Classes in 1921.....	346
1922.....	349
Classes, Number of 1921.....	344
1922.....	347
Comparative Statistics Five Years.....	329
Deaf, Lip Reading Classes for 1921.....	345
1922.....	349
Elementary, English Department 1921.....	344
1922.....	347
Foreign Department 1921.....	344
1922.....	347
Enrollment and Attendance 1921.....	272
1922.....	274
Gymnasiums 1921.....	345
1922.....	348
High Schools 1921.....	345
1922.....	348
Per cent of Attendance 1921.....	344
1922.....	347
Summary of Evening School Statistics 1921.....	327
1922.....	328
Teachers, Number of 1921.....	327
1922.....	328
Vocational School 1921.....	345
1922.....	348
Graduates, Grammar School, Ten Years.....	306

Superintendent of Schools Report (<i>Continued</i>)	PAGE
High School.....	306
Junior College.....	306
High Schools 1921.....	271, 277, 286, 330
1922.....	273, 277, 286, 335
Inventories	
(See <i>Text Books</i>)	
Junior College 1921.....	271, 277, 287, 330
1922.....	273, 277, 287, 335
Junior High Schools 1921.....	271, 287, 330
1922.....	273, 287, 335
Kindergarten, Enrollment 1921.....	271, 277, 281, 330
1922.....	273, 277, 282, 335
Number of Classes 1921.....	271, 330
1922.....	273, 335
Number of Teachers 1921.....	271
1922.....	273
Open Air (Tubercular) School 1921.....	271, 334
1922.....	273, 339
Open Window Classes 1921.....	271, 333
1922.....	273, 338
Playgrounds—	
After School, Average Daily Attendance 1921.....	272, 321
1922.....	274, 322
Comparative Statistics.....	322
Teachers, Number of 1921.....	272, 321
1922.....	274, 322
All Year, Average Daily Attendance 1921.....	272, 323
1922.....	274, 324
Comparative Statistics.....	325
Teachers, Number of 1921.....	272, 323
1922.....	274, 324
Summer, Average Daily Attendance 1921.....	272, 319
1922.....	274, 320
Comparative Statistics.....	320
Teachers, Number of 1921.....	319
1922.....	320
Population Compared with School Enrollment.....	277
Promotions and Non-Promotions—	
All-Year Schools (4 terms) 1921.....	300
1922.....	302
Traditional Schools (not including All-Year).....	290, 299
Promotions by Grades January, 1921.....	290
June, 1921.....	291
January, 1922.....	292
June, 1922.....	293
Promotions by Schools January, 1921.....	294
June, 1921.....	295
January, 1922.....	296
June, 1922.....	297
Percentage of Promotions by Grades for Four	
Years.....	298
Promotion Classes in Summer Schools 1921.....	311
1922.....	317
Recreational Centers, Enrollment, etc. 1921.....	272, 325
1922.....	274, 326

GENERAL INDEX

375

Superintendent of Schools Report (<i>Continued</i>)	PAGE
Comparative Statistics.....	326
Social Centers, Enrollment, etc. 1921.....	272, 325
1922.....	274, 326
Comparative Statistics.....	326
Special Schools and Classes 1921.....	271, 277, 333
1922.....	273, 277, 338
Speech Improvement Classes, Enrollment, etc. 1921.....	288
1922.....	288
Schools Represented and Disposition 1921.....	289
1922.....	289
State Examinations 1921.....	304
1922.....	305
Summer Schools—	
Comparative Statistics Ten Years.....	318
Distribution of Pupils 1921.....	307
1922.....	313
Enrollment Attendance, etc. 1921.....	272, 307, 340
1922.....	274, 313, 342
High Schools, Junior 1921.....	312, 341
1922.....	318, 343
Senior 1921.....	312, 341
1922.....	317, 343
Per cent of Attendance 1921.....	340
1922.....	342
Percentage of Pupils on Roll, June 30	
Attending 1921.....	308
1922.....	314
Promotion Classes in 1921.....	311
1922.....	317
Sources from which Pupils Came 1921.....	307
1922.....	313
Teachers, Number of 1921.....	307, 340
1922.....	313, 342
Suspensions by Schools 1921.....	330
1922.....	335
Synopsis of Types of Schools 1921.....	271
1922.....	273
Tardiness by Schools 1921.....	330
1922.....	335
Teachers, Number of	
All-Year Schools 1921.....	331
1922.....	336
Day Schools, Traditional 1921.....	330
1922.....	335
Evening Schools 1921.....	327, 344
1922.....	328, 346
Playgrounds 1921.....	319, 321, 323
1922.....	320, 322, 324
Summer Schools 1921.....	307, 340
1922.....	313, 342
Text Books, Inventories.....	192-206
Books per Pupil According to Size of School 1921.....	201
1922.....	203
Books Lost Per Pupil in Five Years by Schools.....	205

Superintendent of Schools Report (<i>Continued</i>)	PAGE
Elementary Schools by Schools 1921.....	194
1922.....	196
by Subjects 1921.....	192
1922.....	193
Evening Schools by Schools 1921.....	198
1922.....	199
by Subjects 1921.....	192
1922.....	193
High Schools, Junior, by Schools 1921.....	194
1922.....	196
by Subjects 1921-1922.....	200
Senior, by Schools 1921.....	194
1922.....	196
by Subjects 1921-1922.....	200
Junior College 1921.....	194
1922.....	196
Truant Sessions by Schools 1921.....	330
1922.....	335
Tubercular School 1921.....	271, 334
1922.....	273, 339
Ungraded Schools 1921.....	271, 333
1922.....	273, 338
Vocational Schools 1921.....	271, 333
1922.....	273, 338
Summer Playgrounds—	
(See <i>Statistics</i>)	
Summer Schools.....	97-99
(See also <i>Statistics</i>)	
Supervision of Schools.....	145
Table Exercises in Non-Gymnasium School.....	105
Pictures of, Monmouth Street School.....	facing 192
Teachers' Salaries—	
Equalization	164
Leaves of Absence.....	164
Schedules	157
Skip-step	163
Teachers, Welfare of.....	156-158
Technical Curriculum in High Schools.....	84-90
Text Books in the Schools—	
(See <i>Appendix B</i> and <i>Statistics</i>)	
Tubercular School—	
(See <i>Statistics</i>)	
Ungraded Schools—	
(See <i>Statistics</i>)	
Visual Education.....	104
Visual Instruction, Lectures and	
(See <i>Appendix C</i>)	
Vocational Education.....	111-119
Vocational Guidance and Placement.....	121-124
Vocational Schools, Boys.....	112
Girls	117
(See also <i>Statistics</i>)	
Warren Street School, Health League Activities,	
Picture	facing 176
Welfare of Teachers.....	156
Text Books and Supplies 1921.....	357
1922.....	362



